

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. **Beyond the built-in financial incentives that already exist, YSU has not established other incentives at this time.**

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale. **During the summer and fall of 2016, YSU will evaluate whether its tuition/fee ERP system can be modified to accommodate a tuition guarantee program that would enable different tuition rates for different student cohorts. This type of guarantee program could be tied to academic success, creating an incentive for students to matriculate to stay eligible for a lower tuition rate. However, until the capabilities of our ERP system is fully evaluated, YSU cannot commit to this type of incentive program.**

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

Has the institution implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes. **Yes, the YSU academic senate approved changes to minimum graduation requirements, reducing the minimum number of credit hours needed to graduate to 120 hours. The YSU administration has been working with academic departments in an effort to reduce the number of credits required for all programs. Much progress has been made, but some programs remain above the minimum due to accreditation requirements.**

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. **YSU has centralized its career and academic advising office. YSU is currently searching for a director for this office and for required additional staff. In addition, we have developed a career ladder for our advising staff and are currently aligning the staff into that ladder. This type of career ladder ensures that advisors remain up-to-date and knowledgeable of changes in their field, ensuring the best possible advising services for YSU students.**

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. YSU has not done any direct analysis of summer course utilization. This will be a project for the upcoming academic year.

YSU has, however, implemented a summer *Jump Start* program, whereby incoming freshmen students can take up to two 3-credit hour courses for a reduced flat rate of \$500 for one course or \$1,000 for two courses from a select menu of General Education courses.

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, YSU is collaborating with Eastern Gateway Community College to develop appropriate pathway opportunities.

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)? YSU has entered into formal agreements in several health profession programs with Lorain and Lakeland community colleges.

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. No.

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

If the institution has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the institution has not implemented this recommendation and does not plan to do so, please provide the rationale. YSU had considered participation in a competency based program. However, it appeared that the state of Ohio was working to centralize the process for credit authorization. Consequently, YSU has deferred these efforts, pending the outcome of the state's process.

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, YSU has developed a number of partnership programs and consortia designed to cooperate with and leverage the resources among neighboring institutions. For example, YSU shares programs through partnerships with the Cuyahoga County Educational Service Center, Lakeland Community College, and Lorain County Community College (see table below for specific examples).

In YSU's College of Education, a number of programs have been discontinued due to low enrollments attributable in part to program duplication. These programs include: M.S.Ed. in Early Childhood (online), M.S.Ed. in Educational Technology (online), M.S.Ed. in Special Education (non-licensure), Administrative Specialist license (Pupil Services), B.S.Ed. in French Education, B.S.Ed. in Family and Consumer Sciences Education, B.S.Ed. in Life Sciences Education, B.S.Ed. in Physical Sciences Education, and B.S.Ed. in Earth Sciences Education.

In YSU's College of Liberal Arts and Social Sciences, several programs have been discontinued due to low enrollments attributable in part to program duplication. These programs include the Bachelor of Arts in French and the Bachelor of Arts in Social Studies.

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

Course/Program	Partnering Institution	Explanation
Bachelor of Science in Allied Health	Partnership programs with Lorain County Community College and Lakeland Community College	
Bachelor of Science in Applied Science in Criminal Justice	Partnership programs with Lorain County Community College and Lakeland Community College	
Bachelor of Social Work	Partnership programs with Lorain County Community College and Lakeland Community College.	
Master of Social Work	Partnership programs with Lorain County Community College and Lakeland Community College	
Shared endorsement program in Adaptive Physical Education	Otterbein University	
Collaborative program leading to endorsement in Visual Impairment (currently being developed)	Consortium being developed	
Master of Public Health	CEOMPH Consortium of Eastern Ohio Master of Public Health—partnership with The University of Akron, Cleveland	

	State University, Northeastern Ohio College of Medicine, and Ohio University	
Master of Fine Arts in Creative Writing	NEOMFA Northeastern Ohio Master of Fine Arts in Creative Writing—partnership with Cleveland State University, Kent State University, and The University of Akron	
Doctor of Education (Educational Leadership Program)	Offered at Cuyahoga County Education Service Center	
Master of Health and Human Services	Lorain County Community College	
Master of Respiratory Care	Lorain County Community College	
Course/Program	Partnering Institution	Explanation
Bachelor of Science in Allied Health	Partnership programs with Lorain County Community College and Lakeland Community College	
Bachelor of Science in Applied Science in Criminal Justice	Partnership programs with Lorain County Community College and Lakeland Community College	
Bachelor of Social Work	Partnership programs with Lorain County Community College and Lakeland Community College.	
Master of Social Work	Partnership programs with Lorain County Community College and Lakeland Community College	
Shared endorsement program in Adaptive Physical Education	Otterbein University	
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Doctor of Education (Educational Leadership Program)	Offered at Cuyahoga County Education Service Center	
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Course/Program	Partnering Institution	Explanation
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Master of Health and Human Services	Lorain County Community College	
Master of Respiratory Care	Lorain County Community College	

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

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

Many of YSU's most successful implementations of this recommendation have occurred in the Bitonte College of Health & Human Services. The dean of the college believes that the programs with the best possibility of partnering have now been developed. There are areas in which partnering does not make sense. Nursing, for example, is one of the largest programs in the College of Health & Human Services. Nursing programs are also offered at both Kent State and the University of Akron, institutions which also boast large, competitive programs. The size of all three nursing programs and the full accreditation status seems to support the need for all three programs to be maintained. Although YSU is always receptive to future partnership opportunities, there are no plans for program-sharing in the College of Health & Human Services at this time.

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.

YSU has instituted a new first-year experience course that will be recommended for students entering in fall 2016 and required of all students entering in fall 2017. Financial literacy education will be embedded within this course.

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

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?

With so much emphasis being placed on affordability, the state should consider funding polices that recognize and reward institutions that provide comparatively more affordable educational opportunities. For example, YSU's in-state tuition is 9% below the national average and 20% below the state of Ohio average. Yet, the state of Ohio does not recognize YSU's affordability in any formalized way, nor does state funding policy incentivize affordability.

The state should also consider legislation that would eliminate barriers to universities' ability to monetize assets. For example, the process universities must follow to lease and/or sell property is highly cumbersome and requires the approval of multiple state agencies, including the Department of Administrative Services, the Ohio Facilities Construction Commission, the Ohio Attorney General's office, and the Governor's Office.

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

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

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

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

Recommendation	If applicable, provide the actual FY16 cost savings, or expected annual cost savings to the institution <small>*Put NA if no savings</small>	Were the savings redeployed to reduce the cost of college for students? (Yes or No)	Or did the practice provide tangible benefits to the quality of students' education? (Yes or No)
Efficiency Practices			
3A: Campus Contracts	Under review		
3B: Collaborative contracts	Under review		
4A: Asset Review	N/A, future savings expected		
4B: Operations Review	N/A, future savings expected		
4C: Affinity partnerships and sponsorships	\$200,000	Yes	Yes
5A: Cost diagnostic	N/A		
5B: Productivity measure	Under review		
5C: Organizational Structure	\$1,000,000	Yes	Yes
5D: Health-care costs	N/A, health care reforms implemented prior to FY16		
5E: Data Centers	\$6,000	No	Yes
5F: Space utilization	N/A, space study underway during FY16; future efficiencies expected.		

Energy projects	N/A, energy project being implemented now; savings will begin in FY17		
Academic Practices and Policies			
6A: Negotiate cost on textbook affordability	N/A		
6B: Standardize materials	Savings vary and cannot be reasonably estimated.	No, savings for students, not YSU	Yes
6C: Develop digital capabilities	N/A		
7A: Education Campaign	Potential savings averaging \$11,000 per YSU student		
7B: Graduation Incentive	N/A		
7C: Standardize credits for degrees	\$1,348 per student	No, savings for students, not YSU	Yes
7D: Data-driven advising	Savings vary and cannot be reasonably estimated.		
7E: Summer programs	Summer Jump Start program: potential savings of \$1,000 per YSU student	Yes	Yes
7F: Pathway agreements	N/A	No, savings for students, not YSU	Yes
7G: Competency-based education	N/A		
8: Duplicative courses and programs	Savings vary and cannot be reasonably estimated.	Yes	Yes
Low-enrollment programs:	Savings vary and cannot be reasonably estimated.		
10: Financial advising:	Savings vary and cannot be reasonably estimated.		
Total Expected Annual Cost Savings:	Savings vary and cannot be reasonably estimated.		

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)	See student financial aid response below.	YSU's financial aid and scholarship packages directly reduce the total cost of attendance for students.
Student financial aid	\$17,509,719	YSU investment, from the University and its Foundation, used for direct student aid and scholarships during FY16.
Student success services, particularly with regard to completion and time to degree	\$3,056,277	YSU investment in the newly created division of Student Success. Amounts include wages and operating costs. These operations focus heavily on student advising and academic counseling.
Investments in tools related to affordability and efficiency	N/A	
Improvements to high-demand/high-value student programs	N/A	
<i>Add other categories as needed</i>		