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October 29, 2021

Chancellor Randy Gardner
Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215

RE: Wright State University FY2021 Affordability and Efficiency Report

Dear Chancellor Gardner:

Please accept the enclosed FY2021 Wright State University Affordability and Efficiency Report as required by House Bill 63 (Section 369.560).

The Wright State University Board of Trustees will vote on a Resolution adopting the report at their next Public Session scheduled for December 10, 2021.

Sincerely,

Susan Edwards, Ph.D.
President



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Affordability & Efficiency

FY21 Efficiency Reporting Template

Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an “Efficiency Advisory Committee” that includes an “efficiency officer” from each state institution of higher education (IHE). Each IHE must then provide an **“efficiency report”** updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

Prior Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency’s October 2015 report “Action Steps to Reduce College Costs” (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. However, due to the unprecedented level of institutional disruption caused by the COVID-19 pandemic, this year’s template has been revised significantly and will provide IHEs with the opportunity to highlight post-pandemic strategies and initiatives, including the expansion of online delivery models.

The FY21 reporting template also requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution pursuant to Ohio Revised Code section 3333.951(C), as well as information on efficiencies gained as a result of the “regional compacts” as outlined in ORC section 3345.59. The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: Jennifer Carson, Senior Director, Audit & Compliance, 614-752-7538,
jcarson@highered.ohio.gov Please provide your institution’s efficiency report by **Friday, October 29, 2021** via email to
OdheFiscalReports@highered.ohio.gov

As in previous years, the Efficiency Reporting Template is structured into sections:

- **Section I: Operational Efficiency** – This section captures practices likely to yield significant savings that may be shared with students or benefit the institution generally. This section also captures information on the impacts of COVID-19 on each institution.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, including actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.
- **Section III: Policy Reforms/Continued Progress** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. Emphasis should be placed on major initiatives such as a debt relief program consistent with DHE's *College Comeback* guidance, if one exists, or other steps taken by the institution that may be considered best practices.
- **Section IV: Student Benefit** – This section asks institutions to provide cost savings and/or resource generation benefiting students in actual dollars for any major initiatives within the past fiscal year. It is not necessary to respond to specific recommendations from the 2015 Task Force on Affordability and Efficiency. IHE's should provide clear direction whether savings have been redeployed to students or reinvested in the institution.
- **Section V: Future goals** – This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

Wright State University

Section I: Operational Efficiency

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

What ratios, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? Please summarize and provide an overview of your performance based on each measure.

Wright State tracks change in administrative and staff payroll versus faculty payroll relative to enrollment trends. Since 2016, reductions in staffing have been led by administrative and staff reductions. See attached file “WSU Staffing Analysis” for summary data. Wright State also engaged with HelioCampus, an academic benchmarking consortium, to evaluate human capital resources and expenditures for specified administrative activities from FY18-FY20. FY21 data has been submitted for benchmarking and is in progress. Compared to selected peer member institutions, Wright State has been at or below average personnel spend and FTE for most activities. For the few activities where our institution was above the average of our peers, we are engaging in further conversations internally and with peer institutions around potential operational efficiencies.

Retrenchment data/analyses were prepared in FY21 using enrollment projections and minimum faculty FTE headcounts by department based upon actual and anticipated credit hour generation and faculty workload.

With respect to budget and organizational planning, Wright state utilizes headcount and revenue forecasts to provide insights into anticipated overall enrollments and tuition revenues. Our internal 2019-20 academic program review data provided (a) headcount enrollments, degrees awarded, student outcomes, and retention/graduate rates by program; and (b) faculty headcounts and revenues/expenses by department (see <https://www.wright.edu/academic-affairs/academic-program-review>).

The Delaware Cost Study is a national benchmarking tool that has been referenced in the past, but has not yet been regularly applied for administrative use.

For definitional purposes, what IPEDS (or other uniformly accepted) expense categories, or subset(s) therein, would you include in instructional expenses and administrative expenses? Please explain.

The following definitions provided by IPEDS (<https://surveys.nces.ed.gov/ipeds/public/glossary>) are used for instructional and administrative expenses:

Instructional: A functional expense category that includes expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and regular, special, and extension sessions. Also includes expenses for both credit and non-credit activities. Excludes expenses for academic administration where the primary function is administration (e.g., academic deans). Information technology expenses related to instructional activities if the institution separately budgets and expenses information technology resources are included (otherwise these expenses are included in academic support). Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.

Administrative (Institutional Support): A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long-range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development. Also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the IT costs associated with student services and operation and maintenance of plant will also be applied to this function.

Are you aware of national models used to benchmark institutional efficiencies? If so, please provide.

As referenced above, the Delaware Cost Study is a national benchmarking tool that has been periodically referenced by our institution. The study provides comparative analyses of workload, instructional costs, and separately budgeted scholarly activity by discipline. Our institution is also exploring the University Benchmarking Project <https://universitybenchmarking.org/> as a new method for benchmarking operational efficiencies.

In the last 2-3 years, has your institution received positive media coverage about operational efficiencies? If so, please provide.

Our regional media outlets regularly recognize Wright State's initiatives to reduce costs and create savings for our students through operational actions and productive partnerships. Below are several highlights of our recent positive coverage.

Beginning in 2018, Wright State garnered significant media coverage for our leadership in implementing the Inclusive Access textbook model. Course participation in the program has continued to grow since its introduction, bringing over \$3.2 million in savings to Wright State students through Spring 2021.

In April 2020, Wright State was gained media coverage for its student laptop and technology rental program, which was set up to support students in the transition to remote learning. Wright State's program was extended to also support Sinclair Community College students in need.

In summer 2020, the media highlighted Wright State's partnership with the Air Force Research Labs, which leveraged the technology and intellectual resources of both institutions on COVID-19 antibody testing.

In fall 2020, Wright State drew media attention through its sale of off-campus owned real estate to reduce the institution's overall footprint and associated operating costs.

In winter 2021, two Dayton market TV stations aired a dozen stories about the university's plans to reorganize police/dispatch/parking units into a new department of Public Safety.

In spring 2021, the University received attention for the formation of a new College of Health, Education, and Human Services which opened to students Fall 2021. The new college consolidates in-demand disciplines to better respond to workforce needs and create clear pathways for student success. We were similarly recognized in early 2020 for relocating the Department of Psychiatry from a downtown Dayton location to a space adjacent to the Dayton Campus. This move situated the department nearer to similar academic disciplines and healthcare affiliates to better facilitate educational and operational collaborative opportunities.

More recently, much attention was given to Wright State's substantial reduction in on-campus housing costs – by as much as one third for some residences – in collaboration with its new housing partner, Crawford Hoying. Additionally, Wright State authorized Crawford Hoying's development of new amenities on university-owned property to enhance students' residential experience.

CARES Act and other Federal Support impact

How much has your institution received in federal funds from the various programs initiated in response to the COVID-19 pandemic (e.g., HEERF, CRF, ARP)? Please list amount per award type.

HEERF 1 & 2 Student Aid	\$10,140,846
HEERF 3 Student Aid	\$14,508,548
HEERF 1 Institutional Aid	\$5,070,423
HEERF 2 & 3 Institutional Aid	\$26,514,762
CRF 1 Institutional Aid	\$5,437,011
CRF 2 Institutional Aid	\$2,726,577
CRF Mental Health	\$136,940

How has your institution utilized these various federal funds?

During FY21, Wright State University used the following methods to utilize the student portion of these funds.

1. Direct Grants to Students for Fall 2020

Wright State realizes the impact that moving classes remote has on our students residing on campus. To assist with those expenses, on September 8, 2020, the university provided \$214,750 in grants directly to 860 students who met specific requirements. Awards were \$250 per student. Students had to meet the following criteria to be considered:

- Enrolled in a degree program for Fall 2020
- Met basic federal student aid requirements
- Filed a 2020-2021 FAFSA and completed all outstanding financial aid requirements as of September 8, 2020
- Reside in on-campus housing

2. Direct Grants to Students for Spring 2021 (CRRSAA/HEERF II)

In March 2021, Wright State University automatically awarded \$5,203,275 in grants to 6,741 students who met the following criteria:

- enrolled at least half-time for Spring 2021,
- degree-seeking,
- U.S. citizen or eligible non-citizen as determined by the FAFSA, and
- filed a 2020–21 FAFSA with a valid Expected Family Contribution (EFC) as of March 1, 2021.

Grant amounts were determined based on each student's EFC and enrollment. The EFC is calculated from the student's Free Application for Federal Student Aid (FAFSA). The university used a tiered approach to award the grant. Each student who received funding was sent an email explaining the details of the funding.

3. *Emergency Fund Applications*

Enrolled students who did not already receive a HEERF grant can apply for assistance with expenses related to the disruption of campus operations due to COVID-19.

4. *Support and reimbursements related to online transition*

Reimbursement to students for parking, meal plans, counseling and wellness, tuition	\$1,913,218.27
Technology for remote work	\$1,196,533.95
Transition to distance education	\$7,834,436.60
Food for student quarantine	\$44,632.00
Campus safety, PPE, Covid testing	\$3,327,388.27
Faculty training	\$239,602.38
F&A and Administrative	\$567,419.55
Lost revenue due to enrollment	\$12,220,476.80

How much was provided by your institution directly to students as emergency aid?

Wright State used \$6,332,706.00 in HEERF funds from July 1, 2020 to June 30, 2021.

FY 22 Budget Development

Please provide a summary of projected enrollment for FY 22 relative to FY 21.

Category	Fall 2020	Fall 2021	Percent Change
First year students (WSU= Incoming students: new and transfer)	3042	3313	8.9%
Total undergraduate students	9566	8609	-10%
Total graduate students	2145	2349	9.5%

What other planning assumptions were used related to the fiscal impact of COVID-19 in developing the institution's FY 22 budget?

Major Assumptions	Description	Projected Fiscal Impact	Actual Fiscal Impact - as of fall 21
Fall Enrollment/ Fee Revenue Relative to Fall 20	Budgeted for Fall enrollment reduction of 9% and Fall tuition & fees revenue reduction of 6%	Expected Fall tuition and fees reduction of \$3.2M (-6%)	Fall tuition and fees reduction of \$1.3M (-2.5%)
Auxiliary Services	Budgeted slight increase with expectations of slow recovery	+\$3M annual	No significant changes yet
State Support	N/A - Projection provided from State with no related reduction		
Unique Cost Drivers - in response to COVID-19	Increase in capital expense budget line - expecting HVAC or other maintenance issues with return to campus.	+\$2M annual	+\$2M in first quarter
Other	N/A		

Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio’s public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. Per O.R.C. §3345.59 {E} colleges and universities shall report within their annual efficiency reports the efficiencies gained as a result of the compact.

Please discuss efficiencies gained or opportunities for future partnerships as a result of each of the categories within the compact.

Category	Description	Monetary Impact
Reducing duplication of academic programming	Wright State continues to support the work of the Ohio Guaranteed Transfer Pathways (OGTP) which guarantee students to transfer an entire associate’s degree to a bachelor’s degree without unnecessary duplication of coursework. Regionally, Wright State has been working with Sinclair, Edison, and Clark State in developing numerous additional transfer guides/agreements in applied, technical areas by utilizing TAG, CTAG, OT36, and institutional credit evaluation processes. Guides are posted under each institution at https://www.wright.edu/admissions/wrightpath .	Reducing duplication of coursework already completed at transfer institutions
Implementing strategies to address workforce education needs of the region	Building on programs already offered by Sinclair, Clark, and Edison, Wright State has collaboratively been developing transfer pathways in critically high demand workforce areas, including computer science, cybersecurity, public safety, geospatial technology, and actuarial science, as well as creating a bachelor’s completion pathway from technical to leadership programs in applied business and health sciences areas. Wright State is also exploring 3+1 transfer agreements to serve working adults by taking advantage of flexible course schedules and offerings by the two-year partners.	Each transfer guide provides students with opportunities to earn or complete a bachelor’s degree in critical workforce areas but also to become more marketable/eligible for an advancement in their careers.

<p>Sharing resources to align educational pathways and to increase access within the region</p>	<p>In some transfer agreement areas, where Clark and Edison are unable to offer all courses needed for Ohio Guaranteed Transfer Pathways (OGTP), Wright State has been in conversation with them to course-share or to use SOCHE cross registration as a way to share courses at their tuition rates.</p>	<p>This effort paves a way for students to advance in their career by working toward and completing a bachelor's degree, as well as to afford their education.</p>
<p>Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region</p>	<p>Re-imagining the <u>Wright Path program</u> with five partner institutions involves the use of more intentional and appreciative advising model, as well as wrap-around services. In addition, through the Wright Path program, students will be able to engage early on with Wright State through student life activities and events, academic research, and lab assistantships (in addition to embracing traditions/cultures at the partner institutions).</p>	<p>Students are able to attend a two-year institution at a lower cost while experiencing expanded resources and university life through Wright State.</p>
<p>Enhancing career counseling and experiential learning opportunities for students</p>	<p>Wright Path students are able to take advantage of Wright State's Career Services including preparation for interviews and resume building, as well as invitations to career fairs. Through faculty collaboration/relationship building between Wright State and each partner institution, undergraduate research and lab assistantship opportunities are being discussed. All of the efforts may not otherwise be offered extensively at the two-year institution.</p>	<p>By the time students apply for a job or transfer to Wright State, they would have had learning opportunities to be excited and motivated about their career options.</p>
<p>Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts</p>	<p>Working closely with departments on CTAGs and high school career-tech counselors and partner institution's tech-prep administrators, Wright State has been developing transfer guides using CTAGs and additional credit opportunities when Wright State does not offer an equivalent course and assuring the articulation of career-tech credit toward an associate degree and a bachelor's degree.</p>	<p>This effort can assist in addressing regional workforce needs by attracting more students into the pipeline. It also could help prospective employers to look to the Dayton region for job creation/relocation.</p>
<p>Enhancing the sharing of resources between institutions to expand</p>	<p>Wright State leverages the pipeline of students with learning in technical and employable skill areas at career-technical and two-year partner institutions</p>	<p>This effort can address the local workforce needs in</p>

capacity and capability for research and development	where Wright State does not offer programs by re-imagining its Wright Path program to include opportunities for academic research and lab assistantship. The effort expands the capacity that other regional institutions offer and puts more students into research and development projects.	research and development areas.
Identifying and implementing the best use of university regional campuses	Wright State’s Lake Campus provides AA/AS degrees that are direct pathways to BA/BS degrees offered at the Dayton campus. Lake Campus also offers ATS and BTAS technical degrees that are not offered at the Dayton Campus. Because the Lake Campus offers technical bachelor’s programs, a handful of transfer agreements with Sinclair, Edison, and Clark are specifically developed for the Lake Campus pathway to completion.	The effort allows the workforce to stay regional and keep the tuition dollars in the west compact region.
Other initiatives not included above		

Section II: Academic Practices

This section covers areas more directly related to instruction, such as actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.

Textbook Affordability

Textbook Cost Study

ORC Section 3333.951(D) requires Ohio’s public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor. Please attach the analysis of textbook costs developed by your institution labeled “[Institution Name – Academic Year – Textbook Cost Study]”

Please summarize the results of your institution’s study below.

Category	Amount
Average cost for textbooks that are new	\$71.77
Average cost for textbooks that are used	\$53.79
Average cost for rental textbooks	\$59.64
Average cost for eBook	\$57.61

Reducing Textbook Costs for Students

ORC Section 3333.951(C) requires Ohio’s public colleges and universities to report their efforts toward reducing textbook costs for students. Please discuss all initiatives implemented, including those referenced below that ensure students have access to affordable textbooks.

Additionally, Ohio Revised Code Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials. Examples of topics addressed within such a policy include textbook adoption deadlines, faculty ethics rules on personal use/resale of publisher-provided free textbooks, disclosure of personal interest/royalties and textbook ownership of faculty-use books.

1. Has your institution’s board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025? If so, please attach the policy in full length and label the file as “[Institution Name – Academic Year – Textbook Selection Policy].”

Yes – see attached.

Textbook Auto-Adoption Policy

2. Does your institution have a textbook auto-adoption policy in place in order to ensure compliance with federal law that requires faculty to select textbooks for courses no later than the first day of class registration? If so, please attach the policy and label the file as “[Institution Name – Academic Year – Text Auto-adoption Policy].” Please also describe the mechanisms for tracking compliance.

Yes, Wright State Bookstore uses Adoptions and Insights Portal for faculty to adopt course material. Through this site, faculty are able to auto adopt, select new material, or select that no materials are needed. The Adoptions and Insight Portal houses several reports that include how many courses are auto adopting textbooks and monitors how many adoptions have been collected for the term.

The auto-adoption policy is embedded within the Textbook Selection Policy (attached).

Open Educational Resources

- 3. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain.

Both Dayton and Lake Campuses use OpenStax materials for Biology, Chemistry, Math, and Physics courses. Wright State University is a part of OhioLink, the Ohio Library and Information Network. OhioLink offers many affordable learning initiatives and resources through their website. These resources include an Open Course Content Library, Inclusive Access Initiatives with Publishers, and an A-Z Affordable Learning Campus Initiatives Guide.

- o Ohio Open Ed Collaborative?
 - <https://ohiolink.oercommons.org/hubs/OOEC>
- o OER Commons?
 - <https://www.oercommons.org/>

- 3a. Has your institution provided support to faculty for the development of OER materials. Please explain.

An established a partnership was developed with the Bookstore, campus representatives and faculty to develop OER materials. Informational sessions and demonstrations and other resources are made available to those who need it.

- 3b. What courses (name, number of students) participate in OER? Please provide summary data if possible.

Department	Course
Biology	2200
Chemistry	1210
Math	2300, 2310, 2320
Physics	2400, 2410, 2420

Inclusive Access

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as “included” within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on “day one.” Federal law provides the statutory right for students to “opt-out” of inclusive access if they prefer, which preserves the right of the student to source materials.

4. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students? If yes, what mechanisms are in place help promote this strategy with faculty?

Yes, faculty are formally encouraged to offer inclusive access acquisition of college textbooks as a cost savings while adopting their course materials through the Adoption & Insights portal (AIP). The portal is equipped with affordability recommendations as a complement or substitute to traditional course materials. AIP is personalized, have actionable insights and is focused on student affordability.

- 4a. What courses (name, number of students) participate in inclusive access? Please provide summary data if possible.

Over 6,000 students participated in Inclusive Access through more than 200 courses.

Semester	% Courses Using IA
Fall 2019	6.8%
Spring 2020	12.5%
Summer 2020	6.8%
Fall 2020	8.1%
Spring 2021	6.9%

	Summer 20	Fall 20	Spring 21
Number of courses (sections) offering inclusive Access	72	240	214
Dept	Summer 20	Fall 20	Spring 21
ACC	2010, 3020, 3230	2010, 3010, 3020, 3230, 4230	2010, 3010, 3020, 3230, 4230, 4390, 4440
ART	2140	2140	2140
BIO	1010, 1050, 3100	1010, 1050, 1120, 3100	1050, 1120, 1150
BMB	4001	4001	4001
CHM	1210, 1220, 2110, 2120	1210, 1220, 2110, 1210L	1210, 1220, 2110, 1210L, 2120
COM	1010	1010	1010
DEV	270, 410	270, 410, 600	270, 410, 450, 600
EC	1050, 2040, 2050, 4010	1050, 2040, 2050	1050, 2040, 2050, 3010
ED		2600, 6600	2100, 2600, 6600
EDS	2900, 6530	2900, 6530	2900
EES			1050
EGR		1980	
ENG	2100	1100, 1140, 2100	1100, 1140, 2100
FIN	2050, 3120	2050, 3120, 3210	2050, 2210, 3110, 3120,
HST		1200	1200
ISE		3540	
KNH		2530	2530
LAW	3000	3000, 4300	3000, 4300
LEP	310	310	
MBA	5100, 5800, 7220, 7520, 7600	5100, 5800, 7220, 7520, 7600	5100, 5800, 7220, 7520, 7600, 7800

ME	3360, 4140, 5360, 6140	3120, 3310, 3320, 3360, 4140, 4150, 5120, 5210, 5310, 5320, 5360, 6140, 6150	2120, 2210, 3120, 3310, 3360, 4140, 4250, 5120, 5210, 5310, 5360, 6140, 6250
MGT	3210, 7030	3100, 4260, 7260	3210, 4950, 7720
MIS	3000	1150, 3000	3000
MKT	2500, 3300, 7050	1500, 2500, 3600, 4300, 4400, 7300	2500, 3100, 3600
MS			2040
MTH	1450	1450	1450
MUS	2140, 2420	2140, 2420	2140, 2420
NUR		3440, 3460	3440, 3460
PHY	1060		1060
PSY	3010, 3020, 3410	2410, 3020, 3410	3210, 3410
SCM	3070	3070, 4600	3070
SOC		2000, 6310	2000
SPN			5310
STT	1600	1600, 3600, 5600	1600, 2640, 3610
SW			2720
TH		2140	
WGS		1000	1000, 2000

4b. How are students at your institution made aware of their right to opt out of utilizing inclusive access?

During the registration and enrollment process, students are informed on the website that the opt out form is available to them.

Other Textbook Affordability Practices

5. What other practices, if any, does your institution utilize to improve college textbook affordability?

Barnes & Noble staff, but particularly representatives from the WSU bookstore continually speak with representatives from publishers and work with faculty to ensure students are getting the materials at the best price and on the first day of classes.

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Inclusive Access	Students are provided with course materials on the first day of class through the learning management system (D2L). Price is below market value and students have the option to Opt-Out during the add/drop period. To date the Opt-Out rate is less than 1%.	This academic year: \$970,973.26 Total student savings Fall 2013 – Spring 2021 \$3,232,472
OER Adoption	Provide education and resources to encourage faculty to adopt open educational resources.	Approximately \$140,000 This number decreased as a result of a reduction in the number of courses and timing of those courses that utilize these resources.
Auto-Adopt Policy	For courses where the instructor has taught the same course within the past two academic years and has not selected course materials by the federally mandated deadline, BNED can adopt the same textbook most recently used for the course. This policy provides more opportunity for BNED to procure lower cost used and rental textbooks.	Total student savings as a result of used and rental availability due to timely adoptions \$1,084,153

Online Education and Alternative Delivery Methods

Online and competency-based education are growing in popularity with students nationally as flexible pathways to complete education.

While COVID-19 greatly accelerated adoption of online learning, including many online-only courses, demand among students for online education as an option is expected to continue. As we look to the future, we are gathering information on which institutions plan to continue to offer or expand online education.

Please quantify the impact of moving to remote learning in spring term, 2020.

Percent of Courses offered online prior to March 2020	Percent of students enrolled in online courses prior to March 2020
12.59%	41.59%
Percent of Courses offered online as of fall term 2021	Percent of students enrolled in online courses fall term 2021
27.16%	71.77%

Note. Excludes medical student (MD) courses and enrollments. Courses offered exclude internships and independent study. Percentage of students enrolled in online courses include students enrolled in at least one fully online course. Data prior to March 2020 include sections taught and enrollment headcounts as of September 25, 2021, for Fall semester 2019. Data as of Fall term 2021 include sections taught and enrollment headcounts as of September 25, 2021, for Fall semester 2021.

What is your institution’s current approach to online education moving forward?

In May 2021, the provost announced the launch of Wright State Online, a new strategic initiative focused on enhancing and growing our platform supporting remote delivery of instruction. While online education is certainly not a new idea for Wright State, the challenges Wright State has faced over the past year have added new perspectives and dimensions to online education and created a sense of urgency to expand and enrich our online opportunities. The institution plans to leverage those opportunities—supported in part by the availability of federal funding—to enhance the breadth and quality of our remote delivery capabilities. This initiative will include the development and implementation of a comprehensive e-learning strategy for the university, as well as the production of best-in-class online courses and programs for our students and community partners.

The University and UPCEA's Center for Research and Strategy (<https://upcea.edu/resources/research-benchmarking/center-for-research-and-strategy/>) is undertaking market research concerning online education at the institution. The research aims to determine strengths and weaknesses of the institution's existing portfolio of online programs as it relates to the future economy, job growth, and competition; identify new online programs based on existing strengths and local and regional workforce needs; consider "unbundling" existing degree programs for certificate, badging, and other programming opportunities; and help the institution better understand the technical and experiential readiness of its website, as well as measure its digital and social media efforts. We are also considering improvements in organizational structure, processes, marketing, and enrollment planning as they relate to online education.

1. Does your institution provide centralized support to faculty teaching online, including video conferencing resources and course management software?

Yes. The primary unit involved in supporting faculty in their online teaching, remote teaching and flexible learning was the Center for Teaching and Learning (CTL). Historically, CTL has provided professional development opportunities for faculty in the area of online teaching, including an Online Teaching Certificate Program. CTL's Distance Education course development team has worked with faculty under special contract to develop over 100 asynchronous online courses to meet quality assurance standards. CTL also provided training on the institution's learning management system, Brightspace. Today, the Distance Education course development team is part of Wright State Online, while Computing and Telecommunications Services (CaTS) supports video conferencing software and the learning management system.

Temporary staff hired during the pandemic to assist in faculty support and online course development were extended through the end of the year. CTL continued hosting faculty development offerings for the faculty community as they moved from various delivery modes during the changing landscape of the pandemic. Each term presented new challenges for faculty.

Some examples of offerings included:

- Online Teaching and Learning 7-Week Program, 24 participants
- Remote Teaching Plus, 1:1 coaching initiative, 77 participants
- Two Full-Day Remote Teaching Summit- tremendous success with 334 participants (August 2020)
- Teaching Tips/Sips faculty discussion group 123 participants
- Additional 14 teaching workshops – 115 participants

2. Does your institution have courses that were offered online in response to COVID-19 restrictions that will only be offered in-person going forward? If so, please describe examples and rationale.

There are certain courses that will likely be only offered in person moving forward. Examples from various colleges and the associated rationale are provided below.

There are two broad categories of courses in the College of Engineering and Computer Sciences that were online during the pandemic, but will likely be offered only in-person for the foreseeable future. First, its lab classes were generally moved to simulation-based experiences during the pandemic, but it has now moved back to in-person lab courses. It is difficult to see a replacement for hands-on learning with engineering equipment and instrumentation.

Second, the College's capstone design classes moved to remote team meetings during the pandemic, and many set aside at least some of their requirements to produce physical prototypes of their designs. These experiences are all back to in-person team meetings and project prototyping. It is difficult to see a feasible near-term path for an online capstone design experience without a significant reduction in course requirements.

In the College of Health, Education, and Human Services, all courses in the Doctorate in Organizational Studies will return to in-person instruction because the courses are research-heavy. Courses in the elementary education program have all returned to in-person instruction, which is necessary as it is a large undergraduate program. Some of the courses also require field experience or are taught at a school to learn about classroom management or to experience a real work world that they will be going into.

The School of Nursing, Kinesiology, and Health Sciences was established when the College of Health, Education, and Human Services was formed in Fall 2021. Nursing has no classes that were converted to online during COVID that it plans to deliver only in person in the future. Its clinicals and labs have to be offered in person and it did not offer those online. The Ohio Board of Nursing allowed the College to offer virtual case studies at our discretion during the lockdown period, and it offered a few for a short period of time.

In the College of Liberal Arts, studio art courses, acting courses, dance courses, theatre courses and music courses are all experiential and generally operate using instructor critiques as students work through assignments. This type of instruction by walking around means students get individualized attention but also hear conversations between fellow students and instructors. While remote instruction was possible, there was a noticeable decline in the scope and rate of student achievement. Further, remote instruction made it more difficult for students to work together in the kind of collaborative projects needed in most of the arts.

Chinese courses. Given the nuances of pronunciation and the complexity of the written language, Chinese courses will be offered face-to-face in future.

Courses for the Model UN program went remote but need to be in-person because there is a significant amount of group work and discussion in preparation for the simulation and competition. The same thing is true with the MPA Capstone course, which includes on-site visits, group work, and culminates in a presentation.

The Anthropology Field School excavation was cancelled during COVID but will return to face-to-face. Obviously, an archeological excavation is an in-person, on-site activity.

In the College of Science and Mathematics, ANT 3100 Human Structure and Function Lab is a cadaver-based anatomy lab, a relatively rare undergraduate experience. Anatomy concepts can be conveyed through simulations and graphics, but good programs are extremely expensive and our homegrown remote delivery is inferior to the in-person experience.

BIO 1120 Lab Cells and Genes is a course primarily for science majors (rather than gen ed) in which the hands-on activities in the laboratory are the essential learning outcomes.

Some courses that were offered on-line/remotely during the pandemic will be returning to being offered only face-to-face at the Lake Campus. Examples include courses such as BIO 1120 (Cells, Genes and Genetics, an introductory course for Biology majors) and the first and second year of Chemistry courses for majors have lab components that are most effectively taught in a laboratory setting that is very difficult to effectively simulate in an on-line environment.

The School of Professional Psychology plans to offer Cognitive Assessment Lab and the Neuropsychology Assessment only in person. Its accreditation requirements also regulate the possible proportion of the program that can be offered online.

- a. Please describe the required technology upgrades and associated expenses incurred by the institution to respond to the increased utilization of online instruction and remote learning

Computing and Telecommunication Services (CaTS) purchased, installed, and provided the following technology for Wright State students, faculty, and staff beginning in Summer 2020 and have continued to provide solutions into 2021. This technology is being used to facilitate online instruction, remote learning, remote work, and in some cases to facilitate activities on campus where social distancing is required. There are projects within the HEERF – CaTS table

that are still ongoing as we wait on goods and external services – delays have been significant due to a global shortage on materials and strained supply chains.

In addition to these specific requests, we were also asked to facilitate technology requests outside of CaTS needs. These initiatives are located in the last table, HEERF – Non-CaTS.

CARES v1 – CaTS (Spring 2020)

Technology	Customer	Justification	Cost
Upgrade Registrar classrooms for flexible delivery (mics, camera, projectors, etc...)	Students, Faculty	Remote teaching, remote learning, social distancing	2,060,000
Upgrade select non-Registrar classrooms for flexible delivery (mobile solutions for mics, camera, projectors, etc...)	Students, Faculty	Remote teaching, remote learning, social distancing	140,000

CARES v2 (Fall 2020)

Technology	Customer	Justification	Cost
2 Factor Authentication Licenses – Students	Students	Improve security protection for remote teaching/working	19,686.99
VPN Capacity Expansion	Students, Faculty, Staff	Improve security protection for remote teaching/working	5,564
Contract labor	Students, Faculty, Staff	Additional resources to deliver new technology	18,560
Virtual Desktop Capacity Increase	Students, Faculty, Staff	Remote teaching, remote learning, social distancing, improve security protection for remote teaching/working	245,000
Microsoft Cloud Management Gateway	Faculty, Staff	Improve security protection for remote teaching/working	19,600
Laptops - Students	Students	Remote learning	415,000
Computers (laptops)	Faculty, Staff	Remote teaching, remote learning	755,000

Web cameras, microphones, headsets, document cameras, wireless adapters, monitors, cables	Faculty, Staff	Remote teaching/working	200,000
Wireless Hotspots	Students, Faculty, Staff	Remote teaching/working, remote learning	39,000
Respondus Lockdown Browser usage increase	Students, Faculty	Remote teaching, remote learning	11,614
Mac Computer Management	Faculty, Staff	Improve security protection for remote teaching/working	1304.50
Varonis Data Security Platform	Students, Faculty, Staff	Improve security protection for remote teaching/working	80,000
Additional Classroom Upgrades – Flexible Delivery	Students, Faculty	Flexible delivery – remote teaching, remote learning, social distancing	100,000
Docusign Usage increase	Students, Faculty, Staff	Social Distancing	11,000
Secure File Transfer (Proofpoint)	Students, Faculty, Staff	Improve security protection for remote teaching/working	18,000

HEERF – CaTS (Spring/Summer 2021)

Technology	Customer	Justification	Cost
Web cameras, microphones, headsets, document cameras, wireless adapters, monitors, cables	Faculty, staff	Remote teaching/working	125,000
Wireless Upgrade – Dayton Resident Campus	Students	Remote learning, social distancing	677,325
Wireless Upgrade – University Hall	Students, Faculty, Staff	Remote teaching/working, remote learning, social distancing	40,000
Wireless Upgrade – Lake Campus (resident halls and main campus)	Students, Faculty, Staff	Remote teaching/working, remote learning, social distancing	127,858
Upgrade college dedicated teaching spaces and conference rooms to video capable – Flexible delivery (non-Registrar classrooms)	Students, Faculty, Staff	Flexible delivery – remote teaching, remote learning, social distancing	825,000
Computers (laptops)	Faculty, Staff	Remote teaching/working	555,000

Student laptops	Students	Remote learning	242,000
Contract labor	Students, Faculty, Staff	Additional resources to deliver new technology	65,000
Web Conferencing usage increase (Bb Collaborate Ultra)	Students, Faculty	Flexible delivery – remote teaching, remote learning, social distancing	40,000
Docusign Usage increase	Students, Faculty, Staff	Social Distancing	10,000
Calamityville/NCMR Network	Faculty, Staff	Remote teaching/working, social distancing	18,450
Additional licenses – Antivirus software (SentinelOne)	Faculty, Staff	Needed as we purchased more computers	14,000
Additional Microsoft 365 Services	Students, Faculty, Staff	Improve security protection for remote teaching/working	31,000
F5 Security Consulting	Students, Faculty, Staff	Improve security protection for remote teaching/working	3,000
VPN Upgrades	Students, Faculty, Staff	Improve security protection for remote teaching/working	6,500

HEERF – Non- CaTS (Spring/Summer 2021)

Technology	Customer	Justification	Cost
CECS - Web cameras, microphones, headsets, document cameras, wireless adapters, monitors, cables	Faculty, Staff	Remote teaching/working	10,000
WSU PD – Laptops	Students, Faculty, Staff	Social Distancing	17,000
WSU PD – Wireless for patrol cars	Students, Faculty, Staff	Social Distancing	9,000
WSU PD – NCIC/LEADS Application Upgrade	Students, Faculty, Staff	Social Distancing	30,000
WSU PD – MARCS Radio Backup	Students, Faculty, Staff	Social Distancing	650
COSM – Microscopes	Faculty, Students	Remote teaching	7,948.28

Distance Education Recording Studios (Electronic Key Access)	Faculty	Remote teaching	35,000
CAC-Music Microphone/speaker combo for projecting voice while wearing face covering	Faculty, Students	Social Distancing	1,300

Course and Program Evaluation

Recommendation 8 of the 2015 Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per ORC Section 3345.35, colleges and universities need to address this recommendation every five years. By September 1, 2022, each IHE must evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within their geographic region, as determined by the chancellor. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program. DHE plans to issue supplemental guidance to institutions to assist with the completion of this statutorily-required five year review.

1. Does your institution have programs and/or courses that have been discontinued since the last review was conducted in 2017? If so, please list them here, along with a summary of estimated cost savings produced.

Yes. A number of course and program deactivations have taken effect between 2018 to present and are listed below. The majority of listed programs had already ceased admitting students and were no longer offered, but had not yet completed the administrative process for deactivation. In some cases, reallocation of faculty to higher-enrollment programs reduced reliance on adjunct instructors or overload assignments, generating some cost savings. However, other variables associated with availability and allocation of instructional faculty may have had an impact, making attributable savings difficult to ascertain.

Program Name	Level	Type of Change	Date of Approval
Bachelor of Technical and Applied Studies, Lake Campus	UG	Deactivated	Approved by BOT 11-26-18
Certificate: Food Systems Management, Lake Campus	UG	Deactivated	Approved by BOT 11-26-18
Biological Sciences, BS Concentration, Lake Campus	UG	Deactivated	Approved by BOT 11-26-18

Business, AS, Lake Campus - Name had been previously changed to Business and Administration - Students will graduate in Business and Administration, AS	UG	Deactivated	Approved by Faculty Senate on Feb. 25, 2019
Intervention Specialist, Early Childhood, Licensure - Students will be in the Intervention Specialist, Licensure, BS.Ed. program	GR	Deactivated	Approved by Faculty Senate on Feb. 25, 2019
Intervention Specialist, Moderate to Intensive Needs, Licensure - Students will be in the Intervention Specialist, Licensure, BS.Ed. program	GR	Deactivated	Approved by Faculty Senate on Feb. 25, 2019
Special Needs Endorsement (Pre-Kindergarten)	GR	Deactivated	Approved by Faculty Senate on Feb. 25, 2019
Classical Humanities, BA, and Classical Humanities, Minor - Students in this program will complete the “Classical Languages and Culture” programs were previously approved and have the same curriculum as “Classical Humanities”.	UG	Deactivated	Approved by Faculty Senate on Nov. 18, 2019
Geography, BA	UG	Deactivate	1/27/2020

Marketing, BSB	UG	Deactivate Customer Insight Concentration	4/20/2020
Learning and Motivation, M.A.	GR	Deactivate	10/12/2020
Learning and Motivation, M.Ed.	GR	Deactivate	10/12/2020
Nursing, Nursing Education Certificate	GR	Deactivate	11/9/2020
Nursing, Post Master's Pediatric Nurse Practitioner Acute Care Certificate	GR	Deactivate	11/9/2020
Nursing, Post Master's Pediatric Nurse Practitioner Primary Care Certificate	GR	Deactivate	11/9/2020
Selected Studies, BA	UG	Deactivate	12/7/2020
Selected Studies, BFA	UG	Deactivate	12/7/2020
Urban Affairs, BS name change to Communities and Public Service	UG	Deactivate Name Change to Degree name change to Communities and Public Service; a few minor course changes; deleting concentrations	12/7/2020
Career, Technical and Adult Education, BSEd	UG	Deactivate	2/22/2021
Career, Technical, and Adult Education Licensure	UG	Deactivate	2/22/2021
School Nurse Concentration	GR	Deactivate	2/22/2021
Nursing Practice, DNP	GR	Deactivate Old DNP Program that was dual program with University of Toledo	2/22/2021

Co-located Campuses

ORC Section 3333.951 requires Ohio’s co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students. Co-located campuses are then required to report their findings to the Efficiency Advisory Committee.

Co-located campus: _____

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service

Section III: Policy Reforms

Transcript Access

It is common for IHEs nationally to withhold transcripts from students who owe any amount of debt to the institution. Transcript withholding blocks students from re-enrolling both at the debt-holding institution and at other institutions. Transcripts are sometimes withheld in their entirety even when students have fully paid all or most tuition charges, earned their credits through successful completion of coursework and only incurred a nominal debt such as a parking ticket, library fine or other relatively minor assessment.

Ithaka S+R wrote a report on transcript withholding in October 2020 that is available here: <https://sr.ithaka.org/publications/solving-stranded-credits/> The Hechinger Report wrote an in-depth piece on transcript withholding in March 22, 2021 that is available here: <https://hechingerreport.org/colleges-are-withholding-transcripts-and-degrees-from-millions-over-unpaid-bills/>

1. What is your institution's policy on transcript withholding? Under what circumstances and debt amount does your institution withhold the release of transcripts to students, employers and other colleges and universities?

Transcript holds are applied to student accounts that have an unpaid balance in any amount. When requesting a transcript through the National Clearing House, the student is notified of the hold and given contact information for the Bursar's Office. The Bursar's Office then works with the student on understanding their balance, takes a payment towards the balance, or helps to create a payment plan in order to release the transcript. If the transcript is contingent on employment, the transcript will be sent directly to the employer with no payment obligation due at that time.

Certification Practices

ORC 131.02 requires state IHE's to certify their outstanding debt to the Ohio Attorney General's office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio's institutions certify their outstanding debt pursuant to varying policies and practices.

To ensure that all Ohio students are treated fairly and uniformly, Recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

Specifically, institutions were asked to develop uniform practices for collecting debt with attention to the type, content, and frequency of notices issued to students; and the fees and other collection costs applied to student debts.

1. Does your institution set minimum balances for sending an account to collections? If so, how much?

Yes, balances over \$1,000.

2. How many accounts did your institution send to the AG for collections in FY 21? What was the total balance sent?

We sent 375 accounts to the Attorney General totaling \$1,503,659.

3. Please provide the average and median outstanding balances sent to the AG in FY 21? What was the average and median number of earned credits of the students sent to collections over that time period?

The average outstanding balance was \$4,009 and the median outstanding balance was \$3,450. The average earned credit hours was 40.42 and the median number was 20 credit hours.

4. Per Recommendation 7 in the Attorney General’s report, best practices may include the National Association of College and University Business Officers Best Practices of Financial Responsibility Agreements with Students (Appendix D in the report). What, if any, efforts have your institution made to adopt uniform certification practices with peer institutions in the State of Ohio?

In an effort to develop uniform practices there was a new 2018 Advisory Group formed that specifically addressed recommendation #7. While Wright State had no representation on the initial 2017 Group, we did have such representation on the 2018 Group (Gary Sutton, Manager, Student Loan Collections) which developed more uniform certification practices. Our current collection process adheres closely to the specific recommendations set forth by the group.

College Comeback

DHE issued formal guidance to IHEs in May 2021 titled “College Comeback” that clarifies that Ohio law allows IHEs to offer debt relief for re-enrollment programs. Already, several IHEs have adopted such programs.

1. Has your institution considered a “College Comeback” type program? If so, what is the status of your effort?

In the past year, Wright State created an proactive process to re-enroll stop-out students that targeted outreach to over 300 students with 60 or more completed hours. Current data show that nearly 500 stop-out students remain in good academic standing yet have no earned degree. Of those over 250 had one but no more than two terms to complete their bachelor's degree. And nearly 150 had some existing debt in the range of \$300 - \$2,000.

With the new state initiative Second Chance grant, Wright State is exploring ways that we can couple it with the College Comeback initiative to attract more stop-out students to remove financial barriers and facilitate degree completion.

- Specifically, what criteria are being used to identify eligible students? How large is the target population that can benefit from the program?

Based on current data, criteria under consideration is similar to the Wayne State model that would include debt forgiveness that would be applied as the student makes progress toward degree. Additionally, the student would be required to maintain academic good standing, have a current FAFSA on file, would be required to pay current term bill in full, and would be required to work under an academic progress agreement with an assigned Success Coach. The target population is nearly 150 stop-out students in academic good standing.

Section IV: Students Benefit

When institutions save money, they ideally invest a portion of those savings into student benefits, such as reduced fees, increased institutional aid, quality improvements, etc.

For fiscal year 2021 only, please explain what, if anything, your institution is doing that is a new benefit for your students that is not already addressed above. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

If you have seen a significant savings from an initiative in the past fiscal year, please describe that here.

Category	Initiative	FY21 (Actual)
Cost savings/avoidance to the institution in FY21 ONLY	Collaborative contracts	\$97,963
	Campus contracts	\$6,233,226
	Operational review	\$145,800
New resource generation for the institution in FY21 ONLY	Affinity partnerships/sponsorships	\$3,512,254
	Sale of real estate	\$3,500,000
Cost savings/avoidance to students in FY21 ONLY	Negotiate textbook costs (Inclusive Access)	\$970,973
	Digital capabilities (OER)	\$140,000

	Reducing textbook costs (auto-adopt)	\$1,084,153

Additional Practices

Some IHE’s may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

Please share any additional best practices your institution is implementing or has implemented.

Section V: Future Goals

Prior efficiency reports have identified five-year goals for each institution. An updated copy of the five-year goal template is attached. Please provide the data to complete the template, including information already provided in Section IV. In addition, if you have any updates or changes that need to be made to your five-year goals, as originally submitted in 2016, please include that information.

See attached *MasterRecommendation2* Template to complete.

The DeWine-Husted administration recognizes that each IHE faces unique challenges and opportunities with respect to the institution’s highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways the State of Ohio can further support strength, resiliency and reputational excellence in Ohio’s post-secondary education system.

Promoting Workforce Development

Wright-Patterson Air Force Base, the largest single site employer in the State of Ohio, is integral to the success of the Dayton region. WPAFB supports over 30,000 employees and contributes a \$16 Billion impact to the 14 counties surrounding the base.

Over the next five years, WPAFB will need to fill over 3,000 jobs with qualified employees, many of which will require a bachelor's degree.¹

A primary focus of Wright State University is to ensure WPAFB has the necessary workforce to support its missions, as evident by our line item requests in the State Biennium Budget. Wright State University successfully secured \$100,000 each fiscal year to establish the Clearance Ready Program in order to streamline students obtaining their security clearances in a timely manner to intern and secure employment. This is a small way in which Wright State University aims to assist WPAFB in obtaining quality employees at an expedited process.

Similar to our Clearance Ready Program, the State of Ohio can assist with prioritizing workforce development programs that will directly educate students that will remain in the State of Ohio. Universities, in order to obtain special funding for workforce development programs, should demonstrate their commitment to educating students that will remain in the state in addition to the need in the community. 96% of WSU graduates remain within the state, with the majority filling in demand jobs in the region.

Wright State University remains committed to strengthening the partnership with WPAFB and other regional employers.

Thank you for completing the FY21 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.

¹ <https://www.daytondailynews.com/business/wright-patt-needs-find-thousands-workers-coming-years/T9dISzd8VkmFwUo3mhcaGO/>

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

Category	Recommendation	Component	Description	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	Subtotal	Budget Narrative/Explanation of Efficiency Savings \$\$ (attach additional sheets if necessary)
Efficiency Savings	3A	Campus Contracts	Require employees to use existing contracts for purchasing goods and services	\$ 338,967	\$ 83,950	\$ 183,748	\$ 95,648	\$ 85,000	\$ 97,963	\$ 800,276	Due to COVID, fewer bids were completed. Also, spending has been reduced campuswide due to budget restrictions.
	3B	Collaborative Contracts	Pursue new and/or strengthened joint purchasing agreements	\$ 8,557,750	\$ 6,233,313	\$ 8,896,118	\$ 7,821,421	\$ 6,200,000	\$ 623,326	\$ 32,131,928	WSU continues to direct more spend towards joint purchasing agreement, however due to COVID savings are likely below where they may have been had the year finished normally.
	4B	Operations Review	Budgetary realignment and controls			\$ 20,813,427				\$ 20,813,427	
		Operations Review	Healthcare benefits				\$ 347,700	\$ -	\$ 145,800	\$ 493,500	Pharmacy plan changes and additional premium tier
										\$ -	
Subtotal Efficiency Savings				\$ 6,317,263	\$ 29,893,293	\$ 8,264,769	\$ 6,285,000	\$ 867,089	\$ 54,239,131		
Category	Recommendation	Component	Description	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Actual	FY 2021 Estimate	FY 2021 Actual	Subtotal	Budget Narrative/Explanation of New Resource Generation \$\$ (attach additional sheets if necessary)
New Resource Generation	4A	Asset Review	Real estate leasing	\$ -	\$ 300,000	\$ 50,000	\$ -	\$ -	\$ 3,500,000	\$ 350,000	Sold real estate parcel September 2020
			Arena/event parking	\$ -	\$ -	\$ 19,045	\$ 17,076	\$ 5,000	\$ -	\$ 41,121	No revenue due to COVID-19 restrictions on events
	4B	Operations Review	Childcare development center	\$ -	\$ -	\$ 8,400	\$ 8,400	\$ 8,400	\$ 8,400	\$ 25,200	New contract increased annual revenue.
	4C	Affinity Partnerships/Spot	Barnes & Noble	\$ 504,656	\$ 477,154	\$ 411,319	\$ 314,000	\$ 200,000	\$ 245,000	\$ 1,907,129	Decrease bookstore sales related to enrollment reductions due to COVID-19. Decrease was less than expected.
			Pepsi	\$ 373,000	\$ 373,000	\$ 373,000	\$ 373,000	\$ 373,000	\$ 248,000	\$ 1,865,000	Decrease due to timing of sponsorship check
			Chartwells - dining services contractor	\$ 1,810,000	\$ 1,907,050	\$ 1,689,055	\$ 402,000	\$ 300,000	\$ 172,000	\$ 6,108,105	University moved to cost plus plan. Major reduction due to COVID-19 and remote status.
			JP Morgan Chase/Bank of America - procurement card rebates	\$ 375,087	\$ 259,576	\$ 236,284	\$ 186,666	\$ 150,000	\$ 162,403	\$ 1,207,613	Changed p-card vendor 9/20. Amount reflected includes payments from both vendors. The number of activated cards has been significantly reduced over the past several years to tighten expenditure controls.
Subtotal New Resource Generation				\$ 300,000	\$ 2,787,103	\$ 1,301,142	\$ 5,000	\$ 3,500,000	\$ 391,121		
TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY				\$ 6,617,263	\$ 32,680,396	\$ 9,565,911	\$ 6,290,000	\$ 4,367,089	\$ 54,630,252		

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

Institutional savings are used to offset operational costs to avoid tuition and fee increases for students as well as to maintain service and support levels for students. Textbook savings are directly realized by students.

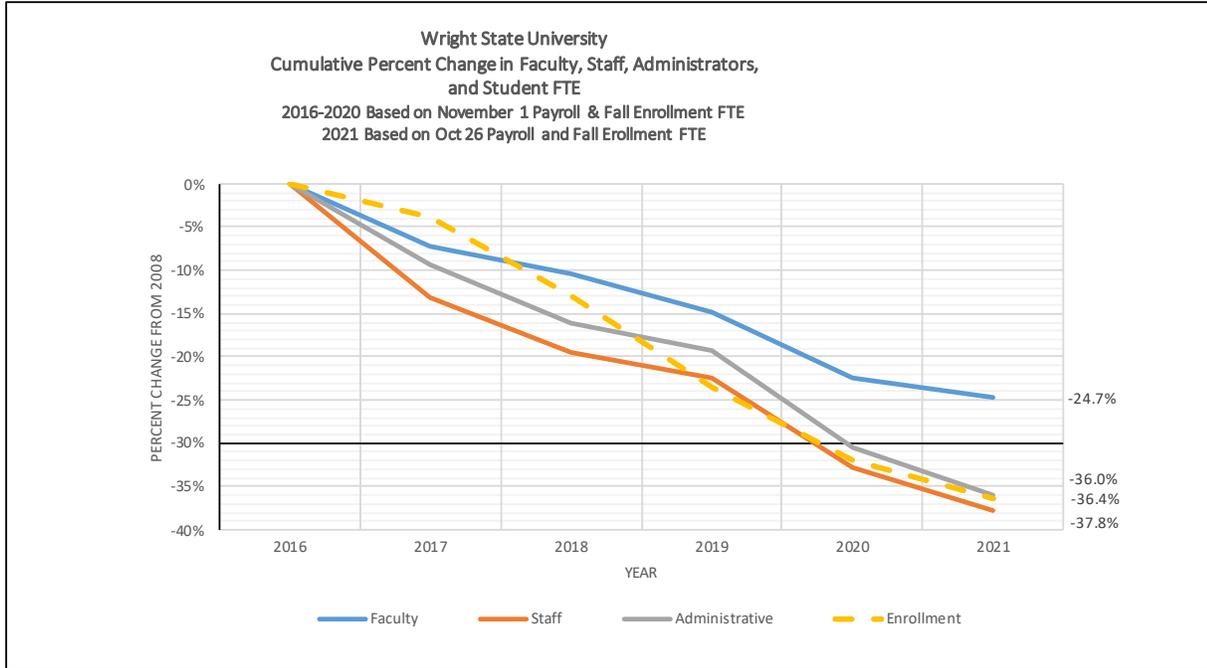
SIGNIFICANT CHANGE(S) IN 5-YEAR GOALS FROM FY20 SUBMISSION TO FY21 SUBMISSION: Please use the area below to describe, in detail, significant deviation in your institution's 5-year goals from earlier submissions, if applicable.

COVID-19 impacts reduced sales and service income for the latter part of FY20 and the entirety of FY21.

WSU Staffing Analysis FY16_FY21

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Faculty	861	866	860	878	890	903	921	917	898	834	804	764	697	676
Staff	1,494	1,469	1,493	1,488	1,452	1,434	1,447	1,489	1,399	1,216	1,125	1,085	941	871
Administrative	113	109	121	125	127	127	132	135	125	113	105	101	87	80
Enrollment*	14,576	15,318	16,022	16,083	13,884	13,697	13,750	14,011	17,221	16,552	14,990	13,164	11,711	10,958
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Faculty	0.0%	0.0%	-0.6%	1.4%	2.8%	4.3%	6.4%	0.0%	0.0%	-7.1%	-10.4%	-14.9%	-22.3%	-24.7%
Staff	0.0%	0.0%	1.6%	1.3%	-1.2%	-2.4%	-1.5%	1.3%	0.0%	-13.1%	-19.6%	-22.5%	-32.7%	-37.8%
Administrative	0.0%	0.0%	11.4%	14.9%	16.9%	16.7%	21.0%	24.3%	0.0%	-9.4%	-16.2%	-19.2%	-30.4%	-36.0%
Enrollment	0.0%	0.0%	4.6%	5.0%	-9.4%	-10.6%	-10.2%	-8.5%	0.0%	-3.9%	-13.0%	-23.6%	-32.0%	-36.4%

*Enrollment figures pulled from budget headcounts prepared by WSU Institutional Research



Textbook Selection

Policy Number:

2025

Date Created/Revised:

03/29/2018

Executive Responsibility:

Provost

Faculty Senate

2025.1 Authority

Pursuant to section 133 of the Higher Education Opportunity Act, Wright State University is required to disclose, on the institution's Internet course schedule, the International Standard Book Number and retail price information of required and recommended college textbooks and supplemental materials for each course listed in the institution's course schedule by the time that registration begins. To comply with federal law, facilitate the timely adoption of textbooks, and provide students an opportunity to obtain those materials at a reasonable cost, faculty should identify the textbooks and other teaching materials they intend to use for a course prior to the federally-mandated adoption deadline.

2025.2 Faculty Rights and Responsibilities

Faculty members retain full authority in selecting textbook(s) and materials appropriate for their classes, and they have the right to adopt new textbooks or other materials determined to be more appropriate for their courses at any time. When they change a textbook selection after the federally mandated adoption deadline, faculty members must notify their department chair and/or dean. In all circumstances, faculty are also encouraged to carefully consider means of reducing costs to students (e.g. choose textbooks and course materials that might be available at little or no cost and/or are suitable for use in multiple courses).

2025.3 Adoption Deadline Procedures

The University is obligated to notify faculty of the adoption deadline, and faculty should submit textbook information as soon as possible. In the event a faculty member has not selected textbooks and/or other teaching materials by the adoption deadline, the University bookstore may assume that the faculty member will use the same textbook (including edition and format) and other materials as the last time he/she taught the course if the following three conditions are met:

1. The faculty member (or, for team taught courses, a specific team of faculty) has taught the course within the past two academic years,
2. The University bookstore references this policy and makes at least one attempt to notify the faculty member (by both email and campus mail at least two weeks prior to the adoption deadline) of its intent to assume that the same textbook (including edition and format) and other materials will be used as the last time he/she taught the course,
3. The University bookstore references this policy and makes at least one attempt to notify the faculty member (by both email and campus mail no sooner than one week before the adoption deadline) that it has assumed that the same textbook (including edition and format) and other materials will be used as the time he/she taught the course.

In the event that a faculty member has not been identified when students are first able to register for a course, the University bookstore may assume that a subsequently identified faculty member will use the same textbook (including edition and format) and other materials as the last time he/she taught the course if the first and third conditions are met and it has made at least one attempt to notify the faculty member of its intent to do so at least two weeks prior to making the assumption.

Average Price of Textbook by Degree Program

Dept	Program	New	Used	Rental	eBook	IA	Lowest
ACC	Accountancy	\$ 75.35	\$ 21.29	\$ 26.57	\$ 82.45	\$ 68.15	\$ 68.01
BIO	Biology	\$ 79.75	\$ 62.21	\$ 55.52	\$ 68.42	\$ 93.29	\$ 47.30
EED	Elementary Education	\$ 80.07	\$ 59.52	\$ 38.90	\$ 32.02	—	\$ 38.06
ENG	English Literature	\$ 19.74	\$ 14.80	\$ 8.94	\$ 14.94	\$ 19.38	\$ 9.27
ME	Mechanical Engineering	\$ 105.24	\$ 112.55	\$ 66.93	\$ 86.11	\$ 85.42	\$ 54.10
MUS	Music Education	\$ 69.83	\$ 56.49	\$ 35.28	\$ 56.36	\$ 49.38	\$ 36.93
NUR	Nursing	\$ 100.76	\$ 70.69	\$ 41.98	\$ 61.31	\$ 98.73	\$ 55.04
PSY	Psychology	\$ 119.62	\$ 99.74	\$ 63.19	\$ 56.73	\$ 69.77	\$ 57.10
	All Above	\$ 92.77	\$ 69.99	\$ 45.15	\$ 63.54	\$ 70.50	\$ 52.84

Total Textbook Cost - New vs Lowest Price Option Available

* Used, Rental, eBook, Inclusive Access

Dept	Program	New	Lowest*	Savings	Savings %
ACC	Accountancy	\$ 5,367.36	\$ 4,760.61	\$ 606.75	11%
BIO	Biology	\$ 6,272.74	\$ 3,642.05	\$ 2,630.69	42%
EED	Elementary Education	\$ 3,122.65	\$ 1,484.43	\$ 1,638.22	52%
ENG	English Literature	\$ 7,495.80	\$ 3,467.19	\$ 4,028.61	54%
ME	Mechanical Engineering	\$ 8,271.30	\$ 4,436.23	\$ 3,835.07	46%
MUS	Music Education	\$ 3,314.86	\$ 1,809.36	\$ 1,505.50	45%
NUR	Nursing	\$ 16,525.40	\$ 9,026.34	\$ 7,499.06	45%
PSY	Psychology	\$ 14,282.09	\$ 7,422.86	\$ 6,859.23	48%