A SELF-STUDY REPORT

In Preparation for the
May 15–17, 2006
Accreditation Visit of
The Higher Learning Commission of
The North Central Association (NCA)
of Colleges and Schools

Volume 1
Named after the inventors of powered flight—Orville and Wilbur Wright—Wright State University carries on their tradition of innovation. The university offers more than 100 undergraduate degrees and nearly 50 Ph.D., master’s, and professional degrees. In addition, the Wright State University–Lake Campus, a branch campus located between St. Marys and Celina, Ohio, offers associate and pre-baccalaureate degrees, and limited baccalaureate and master’s degrees.

ENROLLMENT INFORMATION

Enrollment, Fall 2005

Main Campus 16,207
Lake Campus 910
Total Enrollment 17,074
(some students attend both campuses)
Men 7,271
Women 9,803
Full-time 13,261
Part-time 3,813
Undergraduate 13,058
Graduate Students (Masters’ Degrees) 3,274
Doctoral/Professional Students 240
Total Minority Student Enrollment, Fall 2005 2,484 (14.5%)
African American 1,793 (10.5%)
Asian American 416 (2.4%)
Hispanic American 212 (1.2%)
Native American 63 (0.4%)
Students Who Live in Campus Housing 2,994
First Year Retention Rate 73%
Six-Year Graduation Rate 40.3%

EMPLEYEEES

Faculty 778 total
Staff 1,456 total
Combined 2,234 total

ACADEMIC STRUCTURE

Colleges 8
Education and Human Services; Engineering and Computer Science; Liberal Arts; Nursing and Health; Raj Soin College of Business; Science and Mathematics; University College; Lake Campus

Schools 3
Graduate Studies; Boonshoft School of Medicine; Professional Psychology

Number of Degree Programs
Undergraduate 109
Graduate and Professional 46

UNIVERSITY INCOME, AWARDS & ENDOWMENTS

University Income (Budgeted), 2005–2006
State Appropriations $99 million
Other Government $41 million
Student Fees $128 million
Other Income $80 million
Total $348 million

Total Research and Sponsored Program Awards $62,655,115
Basic and Applied Research Awards $41,834,785

TUITION AND FEES

Average Cost for One Year
Tuition $6,864
Room and board, activity and technology fee $6,752
Books $900
Total $14,516

BOARD OF TRUSTEES

Chair
Bonnie G. Langdon
Vice Chair
Don Graber
Secretary
Martin Jenkins
President
Kim Goldenberg
Provost
David Hopkins

Members
Martin D. Jenkins 2006
Robert C. Nevin 2007
Michael Adams 2008
Bonnie G. Langdon 2009
J. Thomas Young 2010
Don R. Graber 2011
Lester L. Lyles 2012
Jamie King 2013
John C. Kunesh 2014
Student Trustees (Nonvoting)
Meagan R. Buxton 2007
Matthew Watson 2006

Students Who Live in Campus Housing 2,994
First Year Retention Rate 73%
Six-Year Graduation Rate 40.3%
WRIGHT STATE UNIVERSITY

A SELF-STUDY REPORT

In Preparation for the May 15–17, 2006 Accreditation Visit of The Higher Learning Commission of The North Central Association (NCA) of Colleges and Schools
Acknowledgments

Wright State University gratefully acknowledges the strong and energetic participation of the campus community in this self-study process for comprehensive reaccreditation by the Higher Learning Commission of the North Central Association (NCA) of Colleges and Schools. The university has achieved its current level of excellence because of the tireless commitment, dedication, and invaluable contributions of innumerable talented faculty, staff, and students, and the caring generosity and ongoing collaboration of local and state constituents. It is thus fitting that we use the self-study process not only for deep self-reflection, evaluation, and planning for the future, but that we also use it as a springboard into the upcoming celebration of the university’s 40th anniversary! The accomplishments of the past decade are but a small, though very impressive, representation of the university’s vast accomplishments since its creation as a state-assisted institution in October 1967. We take this opportunity to acknowledge the contributions and to thank all those who have made Wright State the innovative and forward-striving university it is today!

For their enormous contributions to the research, analysis and crafting of the Wright State University Self-Study Report, we thank the following:

**NCA Self-Study Steering Committee:**
Chair, Lillie Howard; Special Assistant, Dan DeStephen; Members-At-Large, Anita Curry-Jackson, Dan Abrahamowicz, Brandon Kern / James Borchers (Student Government President); Co-Chairs, **Criterion One:** Gregory Bernhardt, Jack Dustin; Co-Chairs, **Criterion Two:** Michele Wheatly, Robert Sweeney; Co-Chairs, **Criterion Three:** William Rickert, Thomas Sudkamp; Co-Chairs, **Criterion Four:** Joseph Thomas, Donna Schlagheck; Co-Chairs, **Criterion Five:** Katherine Cauley, Mary Ellen Mazey; Chair, **Operational Indicators:** Keith Ralston.

**NCA Self-Study Committee:**

For their tireless commitment and extraordinary efforts to properly render the Wright State story in the document that follows, we offer a very special, heartfelt thanks to the following:

Patricia Seifert, John Evano, Daniel Cassabon, Denise Thomas-Hoskins, Iris Harvey, Dan DeStephen, Jeff Jones, Iain Joyce, Laura DeStephen, Connie Steele, Ron Wukerson, and, of course, Lillie Howard.
Table of Contents

Introduction

History ..................................................................................................................................................................2
Distinctiveness .....................................................................................................................................................3
The Immediate Future: The University’s Current Strategic Plan .................................................................4
Accreditation History .........................................................................................................................................5
Goals of Self-Study Process and Intended Audience .....................................................................................6
Description of Self-Study Process .....................................................................................................................7
Organization of Self-Study ................................................................................................................................8
Significant Changes and Developments Since 1996 .....................................................................................8
  Changes in University Mission and Logo ........................................................................................................8
  Changes in University Administration and Governance ..............................................................................8
  Strengthening of Assessment .......................................................................................................................14
  Enhancement of Student Academic and Support Services, and of Student Life in General ................14
  Growth in Research and External Funding .................................................................................................15
  Growth in Community and Civic Engagement and Outreach ...............................................................15
  Greater Attention to Diversity University-Wide .........................................................................................15
  Changes in Facilities ....................................................................................................................................16
  Changes in Administrative Computing ......................................................................................................16
  Changes in State Funding and in Overall University Fiscal Environment .............................................17
  Recent Changes at the State Level ..............................................................................................................18
Responses to 1996 NCA Team Findings ........................................................................................................19
  Responses to 1996 NCA Team Observations and Suggestions ...............................................................20
Institutional Improvement Plan ......................................................................................................................24

Criterion One—Mission and Integrity

Introduction .......................................................................................................................................................26
Core Component 1-a: The organization’s mission documents are clear and articulate publicly the organization’s commitments ..................................................................................................................27
  Vision 2020: Shaping the Future ..............................................................................................................27
  Aim and Mission Statements .....................................................................................................................28
  How College, Department and Division Missions Reflect the University’s Mission ...........................29
  University Ethics Statement .....................................................................................................................34
  University Diversity Statement ...............................................................................................................36
  Faculty Constitution ................................................................................................................................39
Core Component 1-b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves ...............................................................40
  ▪ The Wright State Student Body: “Diversity of Learners” ............................................................40
  ▪ Wright State Faculty ..................................................................................................................41
  ▪ Unclassified Staff ....................................................................................................................42
  ▪ Classified Staff .......................................................................................................................42
  ▪ Domestic Partner Benefits .....................................................................................................42
  ▪ Diversity-Related Units .........................................................................................................42
  ▪ Opportunities for Improvement ............................................................................................43

Core Component 1-c: Understanding of and support for the mission pervade the organization ......44

Core Component 1-d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission .......45
  ▪ University Governance ........................................................................................................47
    ▪ Board of Trustees .................................................................................................................47
    ▪ President .............................................................................................................................48
    ▪ Provost ................................................................................................................................48
    ▪ The University Cabinet ........................................................................................................50
    ▪ Council of Deans (COD) ......................................................................................................50
    ▪ Faculty Governance ..........................................................................................................50
      ▪ Faculty Senate ..................................................................................................................50
    ▪ AAUP–WSU .......................................................................................................................51
    ▪ WSU Staff Councils ............................................................................................................52
    ▪ Student Government ..........................................................................................................52
    ▪ Wright State University–Lake Campus Student Government ...........................................53

Core Component 1-e: The organization upholds and protects its integrity .....................................54
  ▪ University-Wide Policies and Procedures ..............................................................................56
  ▪ Upholding Student Integrity ..................................................................................................57
  ▪ Integrity in Curriculum and Instruction ..................................................................................57
  ▪ Integrity in Business and Fiscal Affairs ..................................................................................58
  ▪ Integrity in University Advancement ......................................................................................60

Opportunities to Improve ...........................................................................................................60

Criterion Two–Preparing for the Future

Introduction ........................................................................................................................................62

Core Component 2-a: The organization realistically prepares for a future shaped by multiple societal trends. .................................................................................................................................63
  ▪ Strategic Plan ..........................................................................................................................65
  ▪ Operational Plans ..................................................................................................................66
    ▪ Enrollment Plan ...................................................................................................................66
    ▪ Academic Programs Plan ....................................................................................................67
Table of Contents

- Staffing and Diversity Plans........................................................................................................73
- Capital Plan .................................................................................................................................74
- Classrooms of the Future............................................................................................................76
- University Information Technology Plan, 2004–2009...........................................................77
- Financial Plan .............................................................................................................................80
  - Guidelines ...............................................................................................................................81
- University Advancement and Development Plan....................................................................83

Core Component 2-b: *The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future* ................................................87

Core Component 2-c: *The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement* .................................................................89

- Academic Program Review ..................................................................................................89
- Moody’s Report .......................................................................................................................89
- Current Funds Budget ..........................................................................................................90
- Senate Bill 6 Review .............................................................................................................90
- Quarterly Financial Reports .................................................................................................92
- Annual Audit Report ............................................................................................................92
- University Financial Policy ................................................................................................93
- The Delaware Study .............................................................................................................94
- The Academic Data Series ................................................................................................94
- The Performance Report for Ohio’s Colleges and Universities ........................................94
- Student Satisfaction Inventory .............................................................................................95
- National Survey of Student Engagement (NSSE) ...............................................................95
- Consortium for Student Retention Data Exchange (CSRDE) .............................................95
- Student Fact Book ................................................................................................................96
- Entering Student Questionnaire (ESQ) ...............................................................................96
- Exit Survey .............................................................................................................................96

Core Component 2-d: *All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission* .................................................................97

Opportunities to Improve ........................................................................................................97

Criterion Three—Student Learning and Effective Teaching

Introduction .................................................................................................................................100
Notable Student Achievements...............................................................................................101

Core Component 3-a: *The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible* ..................................................103

- Program Objectives and Learning Outcomes.....................................................................103
- Program Improvements Resulting from Assessment ........................................................104
- General Education Program ...............................................................................................105
- Faculty and Staff Involvement in Assessment ......................................................................106
<table>
<thead>
<tr>
<th>Professional Accreditations</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Assessment</td>
<td>108</td>
</tr>
<tr>
<td>Challenges</td>
<td>109</td>
</tr>
<tr>
<td><strong>Core Component 3-b:</strong></td>
<td></td>
</tr>
<tr>
<td>The organization values and supports effective teaching</td>
<td>110</td>
</tr>
<tr>
<td>Recognition and Evaluation of Effective Teaching</td>
<td>110</td>
</tr>
<tr>
<td>Support for Effective Teaching and Student Learning</td>
<td>111</td>
</tr>
<tr>
<td>Curriculum Development, Oversight, and Innovations</td>
<td>114</td>
</tr>
<tr>
<td>Budget in Support of Teaching and Learning</td>
<td>115</td>
</tr>
<tr>
<td>Challenges</td>
<td>116</td>
</tr>
<tr>
<td><strong>Core Component 3-c:</strong></td>
<td></td>
</tr>
<tr>
<td>The organization creates effective learning environments</td>
<td>118</td>
</tr>
<tr>
<td>The University College</td>
<td>118</td>
</tr>
<tr>
<td>The University Honors Program and Honors Residential Community</td>
<td>119</td>
</tr>
<tr>
<td>Support for Student Academic Success</td>
<td>119</td>
</tr>
<tr>
<td>Student Activities, Residence Services, and Disability Services</td>
<td>120</td>
</tr>
<tr>
<td>Cultural Support</td>
<td>121</td>
</tr>
<tr>
<td>The Challenging Learning Environment</td>
<td>121</td>
</tr>
<tr>
<td>Challenges</td>
<td>123</td>
</tr>
<tr>
<td><strong>Core Component 3-d:</strong></td>
<td></td>
</tr>
<tr>
<td>The organization’s learning resources support student learning and effective teaching</td>
<td>124</td>
</tr>
<tr>
<td>Academic Advising and Other Academic Support</td>
<td>124</td>
</tr>
<tr>
<td>Inter-University Cooperation</td>
<td>125</td>
</tr>
<tr>
<td>Assessment of Support Organizations</td>
<td>125</td>
</tr>
<tr>
<td>Opportunities to Improve</td>
<td>126</td>
</tr>
<tr>
<td>Conclusion</td>
<td>127</td>
</tr>
<tr>
<td><strong>Criterion Four—Acquisition, Discovery, and Application of Knowledge</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>130</td>
</tr>
<tr>
<td><strong>Core Component 4-a:</strong></td>
<td></td>
</tr>
<tr>
<td>The organization demonstrates, through the actions of its board, administrators, faculty, and staff that it values a life of learning</td>
<td>131</td>
</tr>
<tr>
<td>Inquiry and Discovery Via Research and Scholarship</td>
<td>131</td>
</tr>
<tr>
<td><strong>Core Component 4-b:</strong></td>
<td></td>
</tr>
<tr>
<td>The organization demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program</td>
<td>136</td>
</tr>
<tr>
<td>General Education</td>
<td>136</td>
</tr>
<tr>
<td>Writing Across the Curriculum</td>
<td>138</td>
</tr>
<tr>
<td>Indications of Diverse Learning from Pre-College to Graduate Level Programs</td>
<td>139</td>
</tr>
<tr>
<td>Assessment of Breadth of Knowledge and Intellectual Inquiry</td>
<td>140</td>
</tr>
<tr>
<td>Library Electronic Resources and “WINGS”</td>
<td>140</td>
</tr>
<tr>
<td>Possible Future Initiatives</td>
<td>140</td>
</tr>
</tbody>
</table>
# Table of Contents

Core Component 4-c: *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society* ................................................................. 141
  - Academic Program Review .......................................................... 142
  - Academic Program Review Template Mapped to HLC/NCA Accreditation .................................................. 142

Core Component 4-d: *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly* ................................................................. 146
  - Research Administration ................................................................. 146
  - Technology Transfer ......................................................................... 147
  - Ethical Conduct in Research ........................................................... 147
  - Academic and Student Support Programs Promote the Responsible Use of Knowledge .......................... 148
  - Curricular and Co-Curricular Programs Support Social Responsibility and the Responsible Use of Knowledge ................................................................. 149

Opportunities to Improve .............................................................................................................. 150

## Criterion Five—Engagement and Service

Introduction ................................................................................................................................. 152

Core Component 5-a: *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations* ................................................................. 155
  - Serving the Community Through Access to Scholarship and Learning .................................................. 155
  - Access Through Articulation and Transfer and K–12 Partnerships ......................................................... 157
  - Partnering with the Community to Promote Economic and Technological Development ................. 158
  - Partnering with the Community in Health, Education, and Human Services ...................................... 159
  - Providing Access to Cultural Enhancement and International Understanding .................................... 163

Core Component 5-b: *The organization has the capacity and the commitment to engage with its identified constituencies and communities* ................................................................. 166
  - Co-Curricular Outreach Activities ....................................................... 167
  - Summary and Evaluation of Core Component 5-b ................................................................................ 168

Core Component 5-c: *The organization demonstrates its responsiveness to those constituencies that depend on its services* .................................................................................................. 168
  - Summary of Core Component 5-c .......................................................................................................... 169

Core Component 5-d: *Internal and external constituencies value the services the organization provides* .......................................................................................................................... 169
  - Summary and Evaluation of Core Component 5-d ................................................................................ 171

Opportunities to Improve .............................................................................................................. 171

## Operational Indicators

Introduction ................................................................................................................................. 174
  - Federal and State Regulations .............................................................. 175
    - Institutional Compliance with the Higher Education Reauthorization Act ........................................... 175
# Table of Contents

- Federal Compliance Visits to Off-Campus Locations ................................................................. 176
- Credits, Program Length, and Tuition .......................................................................................... 176
- Advertising and Recruitment Materials ...................................................................................... 177
- Resolution of Student Complaints ............................................................................................... 177
- Demographics ............................................................................................................................... 179
- Educational Programs .................................................................................................................. 186
- Financial Strength ....................................................................................................................... 188
- Financial Data .............................................................................................................................. 188
- Challenges and Opportunities ..................................................................................................... 191
- Summary and Conclusion .......................................................................................................... 193
- Institutional Scope of Activities ................................................................................................ 194
- Distance Education ..................................................................................................................... 198
- Opportunities to Improve ........................................................................................................... 199

## Conclusion

Institutional Improvement Plan: Current Status .............................................................................. 202

## Institutional Change Request

Institutional Change Request for Wright State University ................................................................ 210

- Distance Learning—Request for No Prior Commission Approval Required .................................... 220
  - HLC Staff Analysis of Request for Institutional Change ................................................................. 220
  - Distance Learning at Wright State University Strategic Plan 2007–2011—Executive Summary ...... 223
  - Distance Learning at Wright State University Strategic Plan 2007–2011 ..................................... 225

Request for Approval of Institutional Change and Change to Educational Sites ................................. 234

- MBA—Executive Format ............................................................................................................. 243
  - A Draft Agreement for a Cooperative MBA Program in India Between Raj Soin College of Business of Wright State University and The Delhi College of Engineering ...................................................... 243
  - Raj Soin College of Business Wright State University MBA Program ...................................... 250
  - Request for Approval of Institutional Change and Change to Educational Sites—Master of Science in Human Factors Engineering Degree in India .............................................................. 251
  - Program and Miscellaneous Fees ............................................................................................. 251

- Master’s in Human Factors Engineering ...................................................................................... 259
  - A Proposal to Explore the Expansion of CECS Distance Programs to International Students .... 254
  - Agreement Concerning Distance Learning Courses Offered in India ...................................... 259
INTRODUCTION

Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State will provide: access to scholarship and learning; economic and technological development; leadership in health, education, and human services; cultural enhancement; and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research. (Mission Statement, approved by the Board of Trustees on December 3, 1996)
Introduction

Wright State University, located in Dayton (Main Campus) and Celina (Lake Campus), Ohio, is a comprehensive doctoral, research institution (high research activity) of approximately 17,000 students and more than 2,200 faculty and staff. One of 13 state-assisted universities in Ohio, Wright State offers, through its eleven colleges and schools, educational opportunities leading to more than 200 associate, pre-baccalaureate, and baccalaureate degrees, and over 50 graduate and professional degree programs, including the Ed.S., M.D., Psy.D., and Ph.D. degrees. Thanks to strong and strategic leadership, the innumerable contributions of talented and dedicated faculty, staff, and students, an attractive, well-maintained, and well-appointed physical plant, a Moody's financial rating of A2, growing university reserves, over $60 million annually in external grants and contracts, a very successful capital campaign that has exceeded $100 million, and steadily increasing university enrollment, Wright State University is exceptionally poised to continue to carry out its mission.

History

From its beginning, Wright State University has been an institution created by and for the people of the Greater Miami Valley and the Celina-St. Mary’s area served by the Lake Campus. The university first opened its doors on September 8, 1964, as the Dayton Campus of Miami University and Ohio State University. On that auspicious autumn day, the university’s enrollment numbered 3,203, its faculty totaled 55, and its academic units consisted of the general college, science and engineering, the Dayton Academic Center of Miami University, and the Graduate Center of Ohio State University. One year later, in 1965, the Ohio General Assembly, through Section 3352.01 of Senate Bill 210, officially chartered Wright State as an independent state university under the governance of a board of nine trustees to be appointed by the governor of the state. The Senate Bill named the University in honor of Dayton’s Wright Brothers, Wilbur and Orville, and stipulated that Wright State had to quickly grow its enrollment to 5,000 or more to officially activate its charter as a “university.” On October 1, 1967, Wright State reached this milestone with an enrollment of 5,704 students, and was officially granted independent status as a state-assisted university. In June 1969, the Lake Campus, created originally in 1962 as the Western Ohio Program of Ohio Northern University, opened its doors in Celina, Ohio, as the Wright State University Lake Campus.

Though the “Dayton Campus” officially opened in 1964, its actual beginnings had come a few years earlier with a successful $3 million community fundraising drive led by Stanley C. Allyn and

1 This designation of the university is consistent with the recent Carnegie Reclassification of Colleges and Universities. Previously, Wright State was a “research intensive” institution.
Robert S. Oelman of National Cash Register (NCR), and Novice G. Fawcett and John D. Millett, presidents, respectively, of The Ohio State University and Miami University. Through the efforts of these pioneering leaders, after whom the four buildings that form the university’s “Founders Quadrangle” (affectionately known as the “Quad”) are now named, and the unparalleled generosity of the community, more than 500 acres of land were purchased near Airway Road (now Colonel Glenn Highway) and Wright-Patterson Air Force Base to build the university. Ground was broken for the first building, Allyn Hall, in October 1963. The other buildings of Founders Quadrangle—Millett, Fawcett, and Oelman—were in place by 1967.

From 1964–1966, founders Stanley Allyn and Robert Oelman ran the Dayton Campus, working primarily through the campus’s first employee, Business Manager Frederick A. White. In 1966, Brage Golding, formerly Dean of the Purdue University School of Chemical Engineering, was named president. When he left in 1972 to become president of San Diego State University, Frederick White served as acting president until 1973 when the university’s second president, Robert J. Kegerreis, formerly Dean of the College of Business and Administration, and Vice President and Director of Administration at Wright State, was appointed president; in 1985, Paige E. Mulhollan, formerly Executive Vice President, Arizona State University, Tempe, was named the university’s third president; Harley E. Flack, formerly Provost and Executive Vice President of Rowan College of New Jersey, was named the university’s fourth president in 1994; and Kim Goldenberg, Dean of Wright State University’s Medical School, was appointed the university’s fifth president in 1998. The above are the leaders, then, who, working under each successive Board of Trustees, and in concert with members of the campus, local, and state communities, have steered Wright State University to its present steady course.

Distinctiveness

Today, Wright State’s faculty and students are recognized among the best in the nation. Princeton Review selected Wright State University as one of the best universities in the Midwest; and Kaplan/Newsweek College Catalog listed Wright State University as one of 26 colleges and universities nationwide, and the only one in Ohio, recommended for its “high level of individual attention from faculty.” Among the thirteen public 4-year institutions in the state, Wright State generally ranks third in research and external contracts, in competition with Ohio University, with only The Ohio State University and the University of Cincinnati, whose enrollments and total faculty are at least double those of Wright State, ranking higher. In 2004, the university was ranked in the top one percent of NCAA Division schools in the nation for gender equity, and is known nationally for its commitment to serving people with disabilities to whom it provides exceptional services through its Office of Disability Services (ODS), its C.L.A.S.S. (Creating Laboratory Access for Students in Science) research programs, a newly funded NSF IGERT program on Learning with Disability, easily accessible buildings, classrooms and residence halls, and an underground tunnel system that connects most buildings on campus.

The university has the longest-running civilian aerospace medicine resident program in the nation, is home to the world’s largest and longest continuously running study of human growth and development—the Fels Longitudinal Study—called “a national treasure” by the National

2 see the Criterion III Chapter
InTroduCTIon

Institutes of Health; and is host to a Homeland Emergency Learning Preparedness (HELP) Center in the Department of Emergency Medicine that offers disaster preparedness training to emergency responders, including law enforcement agencies, fire departments, hazardous materials technicians, bomb squads, public health services, emergency medical service personnel, or other emergency management personnel. HELP is a collaborative of the Department of Emergency Medicine, the Boonshoft School of Medicine, the Dayton Veterans Affairs Medical Center, and the Ohio Department of Health, Disaster Preparedness and Response3.

One of only two charter colleges for alternative licensure in the state of Ohio is located at Wright State, as is the Nursing Institute of West Central Ohio, created with congressional appropriated funding and in collaboration with 16 area counties. Through its Ph.D. program in environmental sciences, the only such program in Ohio, and one of only a few in the nation, the university equips scientists to address problems in environmental chemistry and toxicology, environmental stressors, and environmental geophysics; and through its MTC Technologies Trading Center, it brings Wall Street to Wright State students on a daily basis.

Wright State is home to nationally known Theatre Arts programs (For example, “A Lion in the House,” a film by a current WSU film professor and a WSU alum, was recently shown at Sundance Film Festival and will air in June 2006 as a PBS Series), and Wright State students hold their own in state and national competitions, often bringing home one of the top honors: Wright State students have won top honors in the national Model UN competition, e.g., for 27 years running; top honors for three consecutive years in the Society for the Advancement of Management National Student Case competition; first place winner in 2005 and the nation’s only five time winner in the Institute for Management Accountants; first in the nation in 2004 in the American Express Financial Service Invitational; and first place winner in the Ohio Society CPA’s 2005 Graduate Manuscript Contest4.

The university offers a technology rich environment with over 100 electronic classrooms, desktop access to PowerPoint, Course Studio, WebCT, etc., wireless hubs, a cyber cafe, distance learning classrooms, etc., and is strongly committed to providing an exceptional teaching and learning environment for its faculty and students.

Since its inception, Wright State University has graduated over 75,000 students, two-thirds of whom live in Ohio, with nearly half staying in the Miami Valley. Through the creation of new programs, centers, institutes, and other strategic outreach, research, and partnerships, the university has, consistent with its mission, continued to meet the educational, economic, technological development, health, cultural, and human services needs of its constituent communities.

The Immediate Future: The University’s Current Strategic Plan

The University’s current Strategic Plan, 2003–2008, “On the Horizon, Building Our Future,”5 maps out a future that continues the long-term vision captured in 1996 in VISION 2020, the university’s comprehensive planning document that was nearing completion when the 1996 NCA Team visited

3 see www.med.wright.edu/em/ndls/index.html
4 see Criterion Three for other outstanding student and faculty accomplishments
5 See Volume II of Self-Study
Introduction

In the present day, and it builds confidently on the strong foundations established by the implementation of the strategic plans of the past decade. Stated simply, “On the Horizon, Building Our Future” describes the university’s role in the world of the future as one where the university will

- Serve students from a diverse cross section of the population;
- Perform research and scholarship that address societal needs; and
- Engage in community outreach that improves quality of life.

In doing so, the university will expand its role in and beyond the region, following three strategic goals:

- Enhance our distinctive learning experience to recruit and retain a diversity of students from the region and beyond;
- Expand our partnerships through external funding and collaborative scholarship both regionally and globally;
- Extend our engagement with government, business, and nonprofit organizations to focus on emerging areas of need.

The first annual report, “On the Horizon, Building Our Future - Strategic Plan 2003–2008: First-Year Implementation Results,” and subsequent online annual reports describe the university’s impressive progress in implementing the current plan.

Accreditation History

Wright State University has been continuously accredited by NCA since 1968, and has undergone eight subsequent NCA accreditation reviews as follows:

- **November 19–21, 1975**: Comprehensive Accreditation Evaluation
  Results: Accreditation

- **January 29–31, 1979**: Focused Visit for Doctoral-Level Accreditation (Substantive Change)
  Results: Approved

- **November 14, 1980**: Focused Visit for Doctoral-Level Accreditation and the Program Review Process
  Results: Approved

- **November 13–15, 1985**: Comprehensive Accreditation Evaluation
  Results: Accreditation

- **April, 1989**: Focused Visit to the Lake Campus in response to Wright State University’s request to combine the accreditation of the Lake Campus, which had previously been accredited separately by NCA, with that of the Main Campus in Dayton.
  Results: Approved

- **November 9, 1994**: Wright State University informed NCA that it was offering the Master of Education (M.Ed.) and the Master of Business Administration (MBA) degree programs at the H. Lavity Stoutt Community College in Tortola, British Virgin Islands.
  Results: NCA responded by letter on January 10, 1995, that it would not be necessary for NCA to review these programs.

---

\(^6^\) See Resource Room
May 6–8, 1996: Comprehensive Accreditation Evaluation
Results: Accreditation through 2006

April 2005: The Institutional Review Council of the Higher Learning Commission approved the university’s request to offer distance learning degree programs in:
- Bachelor of Science in Nursing: RN/BSN track
- Master’s in Rehabilitative Counseling
- Master’s in Nurse Practitioner: 1st and 2nd Master’s track
- Master’s in Human Factors Engineering
- Master’s in Logistics–Supply Chain Management

This Self-Study is in preparation for a comprehensive accreditation visit to be conducted by the Higher Learning Commission of NCA on May 15–17, 2006. As part of this review, the university is requesting a change in its institutional status for ongoing approval to offer distance learning degree programs beyond those identified above, and to offer the MBA–Executive Format and the Master’s in Human Factors degree programs in India.

Goals of Self-Study Process and Intended Audience

Recognizing that the self-study process offers an invaluable opportunity for self-evaluation and reflection as well as for demonstration of compliance with the new criteria for accreditation, Wright State University has established the following goals for the self-study process: to

1. Affirm the university’s mission, ensuring that it continues to integrate appropriately the university’s strong commitment to meeting the needs of students, faculty, and staff with its equally strong commitment to meeting the needs of the communities the university serves;
2. Inform, promote, and advance the university’s strategic plan;
3. Demonstrate that the university meets or exceeds NCA’s criteria for (re)accreditation;
4. Identify challenges and areas for improvement, develop appropriate and timely plans and strategies, and allocate resources to address them;
5. Demonstrate that the university has responded appropriately to the findings of the 1996 NCA Team;
6. Celebrate the university’s tremendous successes over the past decade, and all the people—faculty, staff, students, alumni, community constituencies—who have made them possible! The university’s 40th anniversary, scheduled throughout calendar year 2007, will give the campus community numerous opportunities to celebrate its achievements!

As is clear from the self-study goals above, the university’s intended audience for the self-study is the entire campus community—faculty, staff, and students; the constituencies we serve, consistent with the university’s mission; the Higher Learning Commission of NCA; and the public in general.

See Request for Institutional Change in Volume I of Self-Study
Description of Self-Study Process

The university’s self-study process has been open, comprehensive, and inclusive, involving representatives from all constituencies of the university, with numerous opportunities for participation by the entire campus community. The process has been directed and overseen by

a. the NCA Self-Study Steering Committee—consisting of faculty/dean co-chairs of the five criterion subcommittees and a chair of the operational indicators subcommittee; the Vice President for Student Affairs and Enrollment Services; the President of Student Government; the dean of the Lake Campus; the director of the university’s Center for Teaching and Learning; the self-study coordinator; and

b. the NCA Self-Study Committee, consisting of the steering committee and the six subcommittees with additional faculty, staff, and student representatives. Both the Steering and Self-Study Committees consist of relatively new as well as long-term members of the university.

To initially inform the campus community about the self-study process and invite all members’ active and ongoing participation in it, the Steering Committee hosted an NCA/HLC Reaccreditation Briefing on May 19, 2004, featuring Wright State’s NCA/HLC Staff Liaison Dr. John Taylor. The Briefing included a detailed review of the new accreditation criteria, and a review of the NCA Self-Study Guide, including a review of the institution’s goals, and the timeline for the self-study process; formal introduction of the members of the self-study committee; and a description of the process by which the self-study committee would carry out its work, including solicitation of information and ongoing input from the campus community.


To gather information for the self-study, assessment instruments tied to the new accreditation criteria were distributed to each college/school and division of the university, as well as to Faculty Governance. Each unit was asked to identify significant changes and developments in the respective unit as well as in the university at large since the 1996 accreditation visit, and to describe how the university had responded to all findings of the 1996 NCA Team—the four concerns and the set of suggestions and observations summarized near the end of the 1996 Team Report, as well as additional findings interspersed throughout each section of the Team report. Responses informed the entire self-study, with details and examples integrated appropriately into responses to each accreditation criterion and core component. Subcommittees also consulted numerous college/school/division historical documents, conducted interviews, and otherwise solicited information widely across the university. Periodic updates on the status of the self-study process were provided to the entire university community, including to the Board of Trustees.

8 see Acknowledgements Page for membership of Self-Study Committee
9 See document in Resource Room.
10 See Resource Room.
In early Winter 2006, a draft of the self-study was shared electronically with the entire campus community for feedback, with forums made available for that purpose through the colleges, schools, and divisions, the Faculty Senate, the Unclassified and Classified Staff Councils, Student Government, the Center for Teaching and Learning, the Council of Deans, Cabinet, and the Board of Trustees. A campus-wide briefing about the self-study was also the lunch-time feature at the December 14, 2005, Staff Development Day, with approximately 350 employees in attendance. Feedback from all constituencies was subsequently thoughtfully considered and incorporated appropriately into the final draft of the self-study report.

Organization of Self-Study

Structurally, the self-study uses the five accreditation criteria and related core components as organizing principles, with recommendations for improvement concluding each chapter. The introductory chapter follows the prescribed NCA/HLC format. Though not required, we have also included a chapter on operational indicators to provide detailed historical data on the student body, the faculty, and the university budget. These longitudinal data inform and conceptualize the entire self-study report. The concluding chapter summarizes the self-study, restating the salient findings of each chapter and providing the current status of the institutional plan for improvement.

Though the self-study is not overtly organized around the four cross-cutting themes embedded in the five accreditation criteria—orientation to the future, focus on learning, connectedness (internally and externally), and distinctiveness—it will be readily apparent throughout the self-study that Wright State University is indeed an institution that is future-oriented, learning focused, connected, and distinctive, and is thus a very effective, high-performing organization.

Significant Changes and Developments Since 1996

The past decade has brought many significant changes at Wright State in virtually every area of the university—in the mission and logo of the university; in university administration and governance; in the curriculum, teaching pedagogy, and the rapid infusion of technology into the classroom; in research and scholarship; in service and outreach; in the number and mix of faculty, staff, and students; in transfer and articulation; in facilities; in the economic and fiscal environment of the state and thus of the university; and in fundraising and other strategic financial policies and practices meant to mitigate against reductions in state funding.

Changes in University Mission and Logo

In the fall of 1996, the university changed its mission statement to embody the ideals that had emerged from its Vision 2020 planning process; in 1998, the university changed its logo to the Wright Brothers Biplane, thereby reflecting and embracing the spirit of innovation that characterized the Wright Brothers, after whom the university is named.

---

11 for more here, see the Criterion One Chapter.
Changes in University Administration and Governance

Since the 1996 NCA visit, there have been significant changes in virtually all senior level administrative positions of the university, as well as in faculty governance:

- **Changes in Executive Officers**
  
  Changes in the executive officers of the university include the following:
  
  - a new president, Kim Goldenberg, M.D., formerly Dean of the School of Medicine, appointed in 1998, after the previous president, Harley Flack, died in office;
  
  - a new provost, David Hopkins, formerly Senior Associate Provost for Academic Affairs at Indiana State University, appointed in 2003, replacing previous provosts Perry Moore (1998–2003) and John Fleischauer (1995–1998);
  
  - an Executive Assistant to the President, Jacqueline McMillan, formerly Assistant Dean, School of Medicine, appointed in 1998, replacing Lynnette Heard;
  
  - a Vice President for Student Affairs & Enrollment Services, Dan Abrahamowicz, formerly Dean of Students, University of Toledo, appointed in 1997 to a position that was vacant in 1996;
  
  - a Vice President for Business and Fiscal Affairs, Matthew Filipic, formerly Senior Vice Chancellor of the Ohio Board of Regents, appointed in 2000, replacing Janet Achterman; and
  
  - a Vice President for University Advancement—Marcia Muller, formerly Vice President for Advancement and Executive Director of Foundation, New Mexico State University, Las Cruces, appointed in 1999, replacing Jack Fistler.

  In 2004, the university also created two new vice president positions: Vice President for Research—Joseph Thomas, formerly Associate Provost for Research and Dean, Graduate Studies, and Vice President for Curriculum & Instruction - Lillie Howard, formerly Associate Provost for Academic Affairs.

  Of the Executive Officers at the university in 1996, only the University General Counsel, Gwen Mattison, remains. The nine Executive Officers of the university currently consist of four females, two of them African American, and five males.

- **Changes in Academic Officers**
  
  Since 1996, Wright State University has replaced all but two of its academic deans (Education and Human Services, and Graduate Studies), replaced the University Librarian (Stephen Foster, appointed in 2002), added an associate provost (William Rickert, appointed in 1998), and a dean of the University College (Lillie Howard, appointed in 1999, with her dean’s responsibilities added to her Associate Provost and later her VP for Curriculum & Instruction responsibilities). The following colleges schools, then, all have deans who have been appointed since 1996:
  
  - School of Medicine—Howard Part (1998)
  
  - College of Liberal Arts—Mary Ellen Mazey (1999–2005); Charles Taylor (2006);
  
  - University College—Lillie Howard (1999)
College of Nursing and Health–Patricia Martin (2000)
Raj Soin College of Business–Berkwood Farmer (2001)
College of Science and Mathematics–Michele Wheatly (2002)
Lake Campus–Anita Curry-Jackson (2002–2006); Interim Dean, Mindy McNutt, appointed effective June 12, 2006.
School of Professional Psychology–John Rudisill (2002)
College of Engineering and Computer Science–Bor Jang (2005)

The above changes also brought significant diversity to the Academic Officers, changing the Council of Deans from a body with only three women (the dean of Nursing, the then University Librarian, and the then Associate Provost for Academic Affairs) to a body with five women, including deans of the two largest colleges at the university (Liberal Arts and Science and Math), and two African-American deans (Lake Campus and University College). The Associate Provost, University Librarian, and Director, Computing and Telecommunications Services (Paul Hernandez), also serve as members of the Council of Deans.

### Changes in Faculty Governance

When the NCA Team was on campus in 1996, the university faculty was in the process of establishing a Faculty Senate to replace the existing Academic Council. The Faculty Senate was formally established in 1997. In 1998, the tenured and tenure track faculty of the university formed the AAUP Faculty Union as an additional level of faculty governance, supplementing the existing Faculty Governance model. New department and college bylaws, and a revised faculty constitution and faculty handbook followed to reflect the above changes.

### Changes in Students, Faculty, Staff

#### Students

Since Fall 1996, 14th-day total student enrollment (Main and Lake) has grown from 15,697 students to 17,074 (Fall ’05), with most of this increase coming from female students. Full-time equivalency enrollment has grown from 11,689 to 14,016; degree-seeking enrollment from 14,429 to 15,943; undergraduate enrollment from 11,843 to 13,058; graduate and professional enrollment from 3,854 to 4,016; African-American student enrollment from 1,268 to 1,793; Asian/Hispanic/Native Americans from 574 to 691; and international student enrollment from 352 to 562. The number of students living on campus has also increased, from 2,130 in 1996 to 2,994 in 2005, with over 50% of the entering freshman class now living on campus. The university also now enrolls 4,549 students in online courses compared to 20 in 1996.

The university’s current five-year strategic enrollment goal seeks incremental growth of 1–2% a year, for a net total of 1,883 additional students, bringing the university’s total enrollment by the year 2011 to approximately 19,000 students.
InTroduCTIon

Faculty

While the total FTE of full-time faculty has gradually increased at the university since 199912 (Fall) from 541.1 to 584.7 FTE (an 8% increase), much of that increase has been in the lecturer/instructor rank in order to address enrollment growth while giving the university needed flexibility in an environment of dwindling state support for higher education. The number of adjuncts has decreased from 189.5 FTE in 2001 (Fall) to 172.2 FTE in 2004 (Fall). Though full-time faculty continue to account for approximately 77% of the total faculty headcount, then, only 83% are tenured or tenure line faculty. The university thus recognizes the need to increase the number of tenure line positions, and has done so aggressively over the past two years, with the strong promise of additional tenure-line positions in the future. The diversity of the faculty has also improved during the past decade, with an increase of women faculty from 31% to 39.14% (from 209 to 299) of the total full-time faculty, an increase in African-American faculty of 38.7% (from 31 to 43 total full-time faculty), and an increase in Asian faculty of 26% (from 58 to 73 full-time faculty).

Staff

The FTE of classified staff has grown since 1999 (Fall), increasing from 643.7 FTE to 673.7 in 2005 (Fall), while unclassified staff has grown from 671.17 to 714.99 FTE, primarily as a result of the conversion of classified staff positions to unclassified, the representation on the university’s payroll of a custodial staff that had been previously outsourced, an increase in housing staff to address significant growth in residential students, the hiring of staff to support a significant increase in research volume, and the hiring of additional staff to ready the university for its first capital campaign. Though the diversity of the staff in general has increased overall (see the next chapter for details), the university recognizes the need to do more here and plans to do so.

Changes in the Curriculum

Over the past decade, the university has implemented a number of significant curriculum changes, including a new general education program; a greatly expanded learning communities program for first year students; new degree programs at the undergraduate and graduate levels; online degree programs; significant revisions of entire college curricula to enhance student retention and learning outcomes, etc. The university has also implemented far-reaching curriculum revisions in response to changes in state law:

General Education

Consistent with the goals of the 1998–2003 University Strategic Plan, the university implemented in the fall of 2003 a new 4-credit hour general education program for all undergraduate students, with student learning outcomes identified for each of the six areas of the program. The GE Assessment Plan13 tracks our progress in the achievement of these outcomes. Because Area Six—the “College Component”—of the new program links general education more closely with the major, it permits the participation of all of the undergraduate colleges of the university in the new program, whereas the previous program permitted the participation of only three.

12 This data comes from the OBR HEI System and was not available until Fall 1999.
13 See Resource Room.
Learning Communities

In response to the 1998–2003 University Strategic Plan, the university implemented in the fall of 2000 a greatly expanded learning communities program and a formal, coherent first year experience to enhance the academic success and retention of first year students. Almost 1,700 students, or approximately 77% of the entering freshman class, participate voluntarily in the program each fall. As a result of learning communities and other first year student programs and campus-wide initiatives, first year student retention has increased at the university over the past decade from 67% to 73%. The state average for open admissions institutions is 65–66%; the national average is 65%. Because of the quality of its first year experience, Wright State University was selected as one of 13 four year institutions nationwide to participate as the 2005–2006 Inaugural Cohort of the Foundations of Excellence for the First Year of College Project sponsored by the National Policy Center for the First Year of College14.

Undergraduate Programs

In an effort to continue to meet the changing educational needs of its constituencies and to enhance the diversity of its curriculum in general, over the past decade, the university has developed new undergraduate degree programs in African and African-American Studies, Women’s Studies, International Studies, Criminal Justice, Athletic Training, Liberal Studies, Organizational Leadership, Industrial/Systems Engineering, International Business, Sign Language Interpreting, and many other areas. New math, science education and liberal arts curricula have been jointly developed in response to changes in state licensure (see below); and many new degree programs at the associate degree level have been created at the Lake Campus, including new degrees in Information Technology and Liberal Studies.

Graduate Programs

Even more significant changes have occurred at the graduate level where new Ph.D. Programs in Engineering and in Environmental Sciences have been added. The Engineering Ph.D. has been greatly enhanced by the state-funded Dayton Area Graduate Studies Institute (DAGSI), a collaboration of six engineering colleges including three in the Dayton region, considered a model for excellence through resource sharing. In 2004, a Master of Public Health was initiated to serve 26 southwest Ohio health districts. A year earlier the Master of Urban Administration was approved by the Ohio Board of Regents (OBR) for a title change to Master of Public Administration (MPA). Several dual degree programs have been developed for medical students, including an M.D. - Ph.D., M.D.–MBA and M.D. - MPH. Additional changes are discussed in Chapter Four.

Distance Learning Degree Programs

In addition to the above changes and consistent with its 2001–2006 Distance Learning Plan15, the university has also developed the following distance learning degree programs: RN/BSN in Nursing, Master’s in Family Nurse Practitioner, Master’s in Rehabilitation Counseling, Master’s in Human Factors Engineering, and Master’s in Logistics—Supply Chain Management. Other online degree programs are currently being developed16.

---

15 See Resource Room.
16 See Request for Institutional Change in Self-Study, Volume I.
Technology and the Curriculum

One of the most dramatic changes at the university over the past decade has been the incorporation of technology throughout the curriculum. The university has created approximately 100 electronic classrooms (integrated systems of computer, video projector, VCR/DVD play, sound amplification units, internet connection, and a link to the university’s television center), thereby making virtually all general university classrooms electronic; three distance learning classrooms; computer labs throughout the campus; 10 examination rooms where nursing students can tape their physical exams for review with faculty and for pre- and post-testing; and a Geographic Information System lab for geography majors. All first-year writing courses (English 101 and 102) have been taught in computer classrooms since 2002. Since 1996, video-based classes have increased from zero to an average of 13 per quarter, Web only and/or mixed mode classes have increased from 3 to 90 per quarter, and Web-enhanced classes have increased from zero to approximately 420 per quarter. Currently, then, the majority of the students at Wright State are enrolled in one or more technology enriched courses each term. In addition, the University’s Microsoft site license brings PowerPoint to every faculty desktop; computers in student labs are replaced on a four-year cycle; faculty computers are replaced on a four-year cycle via the Provost’s Faculty Computer Initiative; and with the installation of Course Studio in the fall of 2004, students and faculty in every course taught at the university have access to a wide variety of online communication tools.

Consistent with the above positive trends, the University Library has moved 60% of its acquisitions budget to electronic information resources, has developed a Student Technology Assistance Center (STAC) where students can prepare materials for class presentations, and continues to be an active member of, and to serve as the fiscal agent for, OhioLINK, the statewide electronic library system. The university is currently converting all of its systems—Financial, Human Resources, Students, Financial Aid, Advancement, etc., to SCT Banner.

Other Significant Changes in the Curriculum

In addition to the above significant changes, some colleges have revised their entire curriculum, and or collaborated with other colleges to develop new degree programs.

- The College of Engineering and Computer Science, for example, revised its curriculum to enhance student academic success in mathematics and thus student retention and graduation;
- the Raj Soin College of Business converted its undergraduate curriculum to a 4-credit hour base;
- changes in The Ohio Department of Education licensure requirements have resulted in middle and high school teacher education majors first completing the majority of their undergraduate curriculum in Liberal Arts and/or Science and Mathematics disciplines (the undergraduate degree in Middle Childhood is actually awarded in the College of Education and Human Services), before completing a fifth year program in the College of Education and Human Services;
the School of Professional Psychology has added a fifth year to what had previously been a four year program; and
- the School of Medicine has revised its entire curriculum to include a team approach to instruction.

At the state level, beyond the state licensure changes described above, the greatest curricular emphases have been on issues of articulation and transfer. These efforts include the development of the Ohio Graduation Test Standards (OGT) that will, over time, correlate expected college level competencies with student high school performance; development of high school to college articulation expectations for mathematics and writing; the development of learning outcomes for the state’s GE transfer module; and the development of course equivalencies and transfer assurance guides (TAGS) to greatly enhance articulation between and among two- and four-year institutions. The latter initiative has appeared as part of state legislation known as House Bill 95, enacted in 2003 as state law.

Strengthening of Assessment

The University’s Assessment Plan was approved by NCA in 1995, barely one year before the 1996 NCA Team Visit. Though the NCA Team was very impressed with the energy with which the campus community had embraced assessment in that short year, the university has built significantly on those laudable beginnings, and now has formal assessment plans in place for each academic program, including general education. Unit assessment findings are shared in an annual assessment report and on the university’s assessment Web site, and are addressed through the university’s ongoing planning and resource allocation processes17. The university also participates in the Noel-Levitz Student Satisfaction Survey, and the National Survey for Student Engagement (NSSE), has recently reactivated its undergraduate and master’s level academic program review processes, and, as stated earlier, is currently participating in the National Foundation of Excellence Project to evaluate the first-year experience.

Enhancement of Student Academic and Support Services, and of Student Life in General

The past decade has seen the development of additional student housing, including the creation of an Honors Residential Community, an International Student Community, and Greek Housing; the expansion of Mini University, which provides daycare services to the children of students, faculty, and staff; new dining facilities created in the Hangar in Allyn Hall and in the Union Market Place in the Student Union; the creation of learning communities, a common text, freshman convocation, First Weekend, etc., as part of a greatly enhanced first year experience; the creation of the Math Learning Center, the Academic Support Center for Athletes, and the Student Academic Success Center; a significant expansion of fitness facilities in the Student Union; an expansion of student health services; the addition of new sports teams and of a basketball pavilion; and the growth and enrichment of student organizations and of student life activities in general.

17 See http://www.wright.edu/assessment/bpra/
Growth in Research and External Funding

Since 1996, external funding to the university has increased from $26 million to over $60 million per year\(^8\). In 2001, the university received a Department of Defense award of $7.4M for toxicogenomic research on the Gulf War Syndrome. In 2004, Wright State received an Ohio Third Frontier Award for $11.1M for a Wright Center of Innovation (WCI) in Advanced Data Management and Analysis, in cooperation with more than 20 industry and academic partners. In January, 2003, the university opened an Office of Technology Transfer to facilitate the conversion of research to commercial patents and products. During the past decade, the number of proposals submitted for review and funding has increased from a few hundred to more than 900 for 2004–05\(^9\).

Growth in Community and Civic Engagement and Outreach

As the current University Strategic Plan and Chapter V of this self-study make abundantly clear, the university is very much defined by its strong commitment to outreach and to meeting the compelling needs of the communities it serves. In support of these ends, service learning and co-op experiences have been enhanced, a number of new centers have been created, and promising partnerships formed with community constituents. The Provost has also recently appointed a university-wide Task Force on Community and Civic Engagement. One possible outcome from these efforts is the inclusion of community and civic engagement as a learning outcome of the general education program and, perhaps, the baccalaureate experience in general.

Greater Attention to Diversity University-Wide

Consistent with its strong and ongoing commitment to diversity, the university has greatly enhanced the diversity of students, faculty, staff, and administrators, and achieved greater diversity in the curriculum, including in the general education program and in degree programs. To better provide services and counseling to its diverse student body, the university created in 1998 the Asian/Hispanic/Native American Center and the University Center for International Education, with these centers joining the Bolinga Black Cultural Resources Center, the Women’s Center, and later, the African and African-American and Women’s Studies Programs as highly visible representations of the university’s commitment to diversity. Five years ago, the university began an annual conference, “Quest for Community,” that encourages participants to share diversity initiatives and successes across the university and state; and over the past three years, the university has participated in the “Dayton Dialogue on Race” initiative, and in many other curricular and co-curricular programs and activities. During this same time period, both the university and its president have received awards from the Dayton community in recognition of the university’s visible and strong commitment to diversity.

\(^8\) [http://www.wright.edu/advancement/](http://www.wright.edu/advancement/)
\(^9\) See Chapter Four.
Changes in Facilities

Consistent with its Campus Master Plan, Wright State University has launched more than $100 million in building renovations and/or the creation of new buildings since the last NCA Team visit:

<table>
<thead>
<tr>
<th>Completed</th>
<th>Under Construction</th>
<th>In Design</th>
<th>In Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millett Hall</td>
<td>Joshi Center</td>
<td>Brehm Lab</td>
<td>Bio. Sci. II</td>
</tr>
<tr>
<td>Allyn Hall</td>
<td>Student Union Fitness/Wellness</td>
<td>Oelman Hall</td>
<td></td>
</tr>
<tr>
<td>Oelman Hall</td>
<td></td>
<td>Rike Hall</td>
<td></td>
</tr>
<tr>
<td>Fawcett Hall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dunbar Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kettering Center</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Lane Residence Halls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Services Building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setzer Pavilion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Hangar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Union Market</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Master Plan - 5 of 6 phases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTC Technologies Trading Center</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Due to the success of the capital funding initiatives and the large volume of planning and construction projects underway, in July 2005 the Office of Facilities Planning and Development began reporting directly to the Office of the Provost. This direct line of communication allows for a strengthened response from Facilities Planning to academic/programmatic initiatives.

Changes in Administrative Computing

In 1996, the university was in the middle of implementation of TurnPike, the computer network infrastructure for the university. TurnPike was completed in 1997. As a result of continued enhancements to that system, the university now is a member of Internet II and recently was connected to Ohio’s Third Frontier Network. The university now also has wireless networks throughout the residence halls, library, and study areas; and is currently moving toward a completely wireless campus. The university has also replaced its telephone registration system with a completely online system that offers a full suite of services to students (Raider Online Express, or ROX); has developed an Academic and Financial Data Warehouse, Financial and Student Desktop Services, and deployed the Luminis Portal. Over the past two years, the university has been converting all of its administrative systems to SCT Banner. The Finance, Human Resources, and Student Modules of Banner will all be “live” by the Spring of 2006.
Changes in State Funding and in Overall University Fiscal Environment

Since 1996, state funding per student for higher education in Ohio has decreased 14%. This compares to a 40.2% increase in funding for K-12 Education, a 31.2% increase in state funding for Corrections, and a 29.5% increase in funding for Medicaid and Nursing Homes. Whereas in 1996, Wright State received $1.15 in state appropriations for every dollar of student tuition income, in FY 2006, state appropriations had dropped to $.66 for every dollar of tuition income.

This steady and significant decrease in funding to higher education has resulted across the state, including at Wright State, in a greater share of the cost of instruction being shifted to students in the form of tuition and fee increases, but within the tuition caps imposed by the state. To slow these increases to students, thereby strengthening the financial health of the university, Wright State has made three substantive changes—significantly reduced spending through cost savings, internal
reallocations, and other efficiency measures ($12 million was cut from the university’s budget in fiscal year 2002 alone, for example!); implemented a Board of Trustees-directed financial policy that requires the university to gradually grow its reserves until $12,500 per student is available in university reserves; and launched a very successful capital campaign with an initial goal of $40 million that has already been surpassed by approximately $60 million. While the above changes maintain the fiscal vitality of the university and permit it to offer one of the lowest tuition rates to its students, state funding at the current level or additional decreases in funding for higher education will continue to challenge the university.

Recent Changes at the State Level

In addition to the transfer and articulation changes required by House Bill 95, and the decrease in state funding, other recent significant changes at the state level include the recommendations of the Governor’s Commission on Higher Education and the Economy (CHEE), on which President Goldenberg served, which was charged by Governor Bob Taft in June 2003 to develop recommendations that would

- Make Ohio Competitive in the Knowledge Economy;
- Promote Access and Create Opportunities for All Students; and
- Deliver Results for Public Investments.

The CHEE Commission recommended that the state of Ohio

- Energize business leadership by creating an Ohio Business Alliance for Higher Education & the Economy;
- Provide more Ohioans with the knowledge and skills to succeed, ultimately increasing by the year 2015 the number of students enrolled in Ohio’s postsecondary institutions by 180,000, or 30%;
- Strengthen higher education’s research base, primarily through the state’s Third Frontier Initiative (which voters passed overwhelmingly in the Fall of 2005 elections); and
- Strengthen accountability.

In 2005, the state issued a report called “High-Quality High Schools: Preparing All Students for Success in Postsecondary Education, Careers and Citizenship,” with the following recommendations:

- Improve Learning Conditions in Ohio’s High Schools;
- Provide All Students a Challenging Curriculum that Prepares Them for Success;
- Prevent Dropouts and Reconnect with Students Who Have Left without Graduating;
- Bridge the Gap between High School and Postsecondary Education.

Other current or emerging state initiatives include the recommendations of the Ohio Board of Regents (OBR) Secondary to College Articulation Committee for Mathematics and Writing Expectations; the establishment of an Economic Growth Innovation Incentive Program that encourages institutions to reallocate funds from non-technology doctoral programs to technology doctoral ones; the reduction of state funding for medical schools and schools of professional psychology; a consideration of
core competencies for the baccalaureate degree; the equivalent of an “academic bill of rights and responsibilities”; lawsuits challenging the constitutionality of domestic partner benefits at Ohio public institutions following the passage in 2004 of Issue 1; and slated for the November 2006 ballot for voter approval, a proposed limitation on taxation and expenditures, modeled after the provisions in Colorado’s constitution that have led to sharp reductions in that state’s support for higher education. Adoption of this amendment would threaten, over time, Ohio’s already low levels of support for colleges and universities. In January 2006, Governor Robert Taft proposed higher entrance requirements for Ohio’s four-year public institutions based on an expansion of the college preparatory curriculum to include an additional year of math and restricting developmental education courses to two-year colleges. A number of state committees are also developing recommendations for student success (course completion, retention, and graduation rates).

The above initiatives and recommendations help to define the current higher education landscape in Ohio, and thus the environment within which Wright State University carries out its mission.

**Responses to 1996 NCA Team Findings**

**Concerns:**

The 1996 NCA Team identified four concerns about Wright State University in its team report:

- Many academic departments and administrative units are severely limited by the effects of inflation over the past decade on their operating budgets and by the absence of funds to replace essential instructional and research equipment that is outdated.

- Plans currently under discussion in State Government for removing funding for developmental education from Ohio’s four year colleges and universities and for prohibiting those institutions from offering developmental courses in the basic skills are contrary to Wright State University’s mission as an open enrollment institution and would impact severely its efforts to provide older students and minority students the opportunity to earn a university degree.

- The university does not have Ohio Board of Regents approval for offering its programs at several off-campus sites. The university’s exemption from the North Central Association Commission’s policy requiring prior approval for opening new sites at which degree programs will be offered within the State of Ohio assumes the presence of such approval.

- Multiple and overlapping planning initiatives will, unless coordinated, streamlined, and focused, inhibit the university’s ability to make key decisions required for its future effectiveness.

All four of these concerns have been successfully addressed, as follows:

- Line items for replacement of instructional and research equipment have been established in the university budget; the Ohio Legislature allocates funds for instructional equipment every two years in the Ohio capital budget, with Wright State’s share being approximately $1.5 million; a permanent fund of $1.6 million has been established to address technology needs, including replacement of computer lab equipment and replacement of faculty computers on a four-year cycle; permanent funds of $250,000 each have been established for the replacement of classroom technology and repair of classrooms, and creation of electronic classrooms; position savings

---

20 We await the outcome of the Governor’s proposal
from faculty replacements remain in each college and school to enhance operating budgets; all other pertinent requests are submitted to the Office of the Provost annually for funding or on an as-needed basis.

- The General Assembly of the state of Ohio abandoned its plan to discontinue funding for developmental education at four-year institutions, thereby making it possible for Wright State University to continue to offer such courses, consistent with its mission. The state continues to encourage a PK-16 approach to education, however, encouraging higher education and PK-12 to collaborate to ensure the college readiness of high school graduates. As stated earlier, in late January 2006, Governor Bob Taft, in the last year of his term, proposed higher and consistent entrance requirements for Ohio’s four-year public institutions and the restriction of all developmental courses to two-year colleges only.

- Approval for offering the Teacher Leader programs at several off-campus sites was granted shortly after the above oversight was noted, appropriate documentation was quickly provided to NCA, and the requirement for a monitoring report was subsequently removed from the university’s status of accreditation statement.

- A new aim, vision, and mission statement were approved by the Board of Trustees on December 3, 1996, thereby bringing an intended and successful conclusion to the “multiple and overlapping planning initiatives” that were underway during the NCA 1996 accreditation team visit. A new University Strategic Plan, 1998–2003, subsequently emerged from this process as the first phase of Vision 2020, and was approved by the Faculty Senate and the university faculty. The plan was approved by the Board of Trustees on June 6, 1997. The current University Strategic Plan, 2003–2008, was similarly approved by the Faculty Senate and the university faculty. It was approved by the Board of Trustees on June 13, 2003.

1996 Team Observations and Suggestions

In addition to the four concerns above, the 1996 NCA Team offered, in its role as consultant, fourteen “observations and suggestions.” Wright State University has responded to these observations and suggestions as follows:

1. The University should develop a clearer means of defining and evaluating the progress of its undergraduate students and of measuring and assessing their graduation rates.

   **Response:** The university currently tracks the progress and graduation rates of all students, both through the publication of annual student retention rates, of student movement from the University College into degree-granting colleges, and of annual graduation rates. These are published in the university’s annual Student Fact Book, as well as in NCAA data published annually in the *Chronicle of Higher Education*, and in *U.S. News & World Reports*. The university has also recently initiated a graduation rates study, informed by the findings of the Graduation Rates Outcomes Study—A Matter of Culture and Leadership: Student Success in State Colleges and Universities—of the American Association of State Colleges and Universities (AASCU), and will develop an action plan accordingly. The University’s Executive Enrollment Management Council, appointed in Fall 2005, provides additional oversight and guidance in these areas. The University’s comprehensive Enrollment Management Plan, which addresses each of the above areas, will be available in the Resource Room.
2. As the University moves toward implementation of its upper division writing requirement, it should take steps to ensure that sufficient resources are available to allow class sizes that are appropriate for achieving the objectives of the requirement.

Response: The university’s average class size is currently 25, the same as the state average of 25; the median lecture size for undergraduates is 25. Though some large classes still exist in general education as part of this average, the university has over the past several years systematically reduced large classes to more appropriate sizes, particularly for writing intensive courses. Class sizes for most programs are currently set to allow reasonable and appropriate implementation of the writing across the curriculum (WAC) requirement.

3. Steps should be taken to bring graduate assistant stipends and benefits to a level that will enable graduate programs to compete successfully for highly qualified graduate students.

Response: Graduate stipends were increased 5% in the 1996–97 budget and have been adjusted annually in step with employee salary increases. Additionally, the Dean of Graduate Studies administers two tuition scholarship programs. One pays the tuition of all students who have been awarded stipend support from a Facilities & Administration (F&A) bearing external grant. The other allocates approximately 150 graduate tuition scholarships across the colleges for recruiting purposes. These students often move to graduate assistantships as their talents become recognized by the faculty. The Graduate School has also established the Graduate Council Scholars program offering fellowship stipend of $12,000 (which can be augmented by the colleges) plus tuition for up to two years. These programs are presumed to be responsible for a steady increase in the number of graduate students who are full time. Finally, selected externally funded programs such as DAGSI and a newly funded NSF I-GERT program pay very competitive stipends and attract top notch graduate students.

4. Training programs should be developed and implemented for staff members moving into supervisory positions.

Response: Training programs for supervisors, as well as university-wide staff development days, are currently offered through the Department of Human Resources in partnership with the University’s Kettering Center for Continuing Education. In its 2004–05 budget, the university also allocated a permanent budget of $200,000 to support ongoing staff development, and works with the Unclassified (USAC) and Classified (CSAC) Staff Councils to plan such programs.

5. The University should reexamine its policies for short-term investment of operating funds in an effort to obtain additional investment income without increased risks.

Response: The Board of Trustees changed the university’s investment policy on October 4, 1996, through Resolution #05-11, permitting the inclusion of longer term, more aggressive investment instruments in order to maximize returns on a growing investment base. As a result, investment income for the years ended June 30, 2002, 2003, 2004, and 2005 was $1,484,380, $3,036,192, $3,564,891, and $4,966,601, respectively—obviously very positive results.
6. School and College policies regarding student academic grievances should be more readily available for students.

Response: University academic grievance policies and procedures are appropriately described in the Student Handbook, online, and in the undergraduate and graduate catalogs; college procedures are available in the Student Affairs and Student Government Offices as well as in the respective college offices, with online links to the university policy. The university continues to give greater attention to making these policies even more accessible to students.

7. Efforts should be made to increase the number of international students at WSU and to encourage WSU students to study in other countries and to make it possible for them to do so.

Response: Since 1996, the enrollment of international students has increased from 352 to 562; this increase has occurred in spite of the travel restrictions that followed the tragedy of “9-11, 2001,” including subsequent SEVIS requirements. To assist with the above efforts, in 1998, the university established a University Center for International Education (UCIE), consistent with the University’s 1998–2003 Strategic Plan. UCIE has worked diligently with university faculty to enhance study abroad opportunities for students. The university now has exchange agreements with Brazil, Chile, France, Germany, Japan, Korea, Spain, Sweden, and Vietnam, and participates in the University of Nevada’s University Study Abroad Consortium. The University Honors Program also supports study abroad opportunities for students for academic credit, and biannually sponsors a group of students to Costa Rica. On alternate years, in conjunction with the College of Nursing and Health, the Honors Program also sponsors a study abroad program to London. The Raj Soin College of Business offers programs that bring degree seeking students from India and China to campus.

8. Services provided by the Student Health Center should be upgraded and expanded, perhaps by developing relationships with the School of Medicine and College of Nursing and Health.

Response: Goals to address this suggestion were incorporated into the University’s 1998–2003 Strategic Plan. As a result, the Student Health Center was moved out of the lower level of Allyn Hall and into larger, more attractive space in the Frederick A. White Ambulatory Care Center. The Student Health Center is now administered by the College of Nursing and Health with a nurse practitioner as director and a collaborating physician from the Boonshoft School of Medicine. The Center is scheduled to move into the renovated Student Union, along with Counseling and Wellness Services and the University Pharmacy, in summer 2006.

9. Units within Student Services should be reexamined for duplication and possibilities for consolidation and improved coordination of functions and activities.

Response: As part of the implementation of the University’s 1998–2003 Strategic Plan, many student services were consolidated into the Wright 1 Center; the Vice President for Student Affairs and Enrollment Services has also consolidated several related departments for more effective administration. Current enrollment management discussions, consistent with the 2003–2008 University Strategic Plan, may lead to additional consolidation of units.
10. Formal lines should be established to assure that curriculum and other policy changes on the main campus are communicated in a timely manner to personnel on the Lake Campus.

Response: Faculty Governance, the University Registrar, the Undergraduate Curriculum and Academic Policies Committee (UCAPC), the University College, and the Lake Campus work closely together on an ongoing basis to ensure timely and appropriate communication between the Main and Lake Campuses. A representative from the Lake Campus serves on the Faculty Senate and on UCAPC; the monthly Faculty Senate Meetings are broadcast live to the Lake Campus via IVDL technology; Faculty Senate, UCAPC, and General Faculty Meeting minutes are distributed electronically in a timely fashion to faculty and staff at both the Lake and Main Campuses; and representatives from the Registrar’s Office and from the University College visit the Lake Campus regularly. Additionally, the Dean of the Lake Campus’ presence on the Council of the Deans helps to enhance communication between the two campuses.

11. Pending the appointment of permanent leadership in Student Affairs, greater efforts should be made to include the staff of that division in policy discussions and to maintain their morale and commitment to providing high quality services for students.

Response: A new Vice President for Student Affairs and Enrollment Services was appointed in 1997, shortly after the NCA Team’s visit.

12. As budgets tighten and budget reallocations are considered, the University should be cautious about over-reliance on part-time and nontenured instructional staff.

Response: The university continues to take steps to reduce reliance on part-time and non-tenured instructional staff. Toward these ends, the university has developed criteria to guide the appropriate use of nontenured instructional staff and/or adjuncts; has converted some nontenured instructional lines to tenure-track lines; and has added new tenure line positions. In its 1998–2003 and 2003–2008 strategic plans, the university pledged its commitment to striving diligently to maintain the appropriate balance between full-time and adjunct faculty and between tenured and tenure track faculty and other full-time faculty. Though this is a constant challenge, as resources permit, the university will continue to address these ratios aggressively21.

13. The University may be able to realize significant revenue from increased emphasis on the development and marketing of intellectual properties derived from faculty research. Technology transfer opportunities should be pursued more rigorously and systematically.

Response: Wright State established an Office of Technology Transfer (OTT) in January 2003, headed by a full-time manager. In alignment with State of Ohio initiatives, principally the Third Frontier, the focus of the office is on promoting economic development for the benefit of the region and the State. To date, one new company based on university-owned technology has been formed and another is in an embryonic stage. As indicated in Chapter Four, the University recognizes the need to do more here.

A secondary goal of OTT is to secure reasonable royalty payments on technology licensed to industrial and commercial firms. Wright State has developed, through its Intellectual Property

21 See Chapters Two and Three for more details about the above.
Policy on royalty sharing, a fairly unique method of incentivizing faculty to think about finding practical and potentially marketable applications for their research. In addition to the typical option whereby the inventor takes up to half of the royalty payments as personal income, university inventors can opt to put 90% of the net income in a restricted account to be used to further their research.

14. The University should undertake in the near future a comprehensive study of its Centers which will assess the extent to which each is providing useful services. Such a study may include recommendations to scale back some and expand others in order to maximize the impact of the resources devoted to the Centers.

Response: The university has completed a comprehensive study of its centers and institutes, and will continue to create and focus upon centers of excellence within the context of its current strategic plan.

Institutional Improvement Plan

Consistent with the university’s and the Higher Learning Commission’s goals for the accreditation process, this evaluative self-study has revealed a number of areas for institutional improvements. Each chapter proposes such improvements relative to the criterion and core components being addressed. From the recommendations that appear throughout the self-study, the university has drafted an Institutional Improvement Plan (IIP) that appears in the concluding chapter of the self-study, along with a summary of the actions the university has already taken to begin to address the plan. Since the IIP is also consistent with the goals and objectives of the university’s 2003–2008 Strategic Plan, proper and sustained attention to timely implementation of the IIP is assured.
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Criterion One: Mission and Integrity

Introduction

Wright State University’s comprehensive mission documents, representative governance structures, and inclusive processes make it possible for the institution to carry out with integrity its multiple roles of educator, creator of knowledge, and community partner. The university’s multi-leveled and interdependent governance structures, its comprehensive institutional policies and procedures, and strict adherence to federal, state, and local statutes, ensure that the university operates with integrity on a daily basis.

To strengthen its ability to carry out its mission with integrity, the university has, since the 1996 NCA Team visit, done the following:

- developed new vision, aim, mission, and ethics statements;
- developed and implemented two new strategic plans;
- modified its organizational and faculty governance structures;
- created an Office of Internal Controls and Audit;
- developed a new financial policy;
- developed (in 2005) new guidelines for Fiscal Officers;
- revised the university’s policy regarding the use of university issued credit cards (procards);
- enhanced education and training about university policies; and
- revised its policies and procedures to align with the collective bargaining agreement, thereby ensuring reasonable uniformity between policies governing bargaining unit and those governing nonbargaining unit faculty.
Core Component 1-a:

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Wright State University’s mission documents are both clear and public, and effectively communicate to all of its constituencies why the university exists, whom it serves, and to what ends. The university’s mission documents consist of the following:

- Vision 2020
- University Aim and Mission Statements (Also reflected in College/School, and Division Mission Statements)
- University Ethics Statement
- University Diversity Statement
- Faculty Constitution

Vision 2020: Shaping the Future

When the NCA Team visited Wright State University in May 1996, it found the institution immersed in a lengthy, multi-leveled, long-range visioning process, later called Vision 2020: Shaping the Future, that included a reexamination of the university’s mission and its governance processes. Though the team cautioned the university that “multiple and overlapping planning initiatives will, unless coordinated, streamlined, and focused, inhibit the university’s ability to make key decisions required for its future effectiveness,” Vision 2020 and subsequent related planning efforts culminated in a number of significant changes that have both focused the university’s energies and strengthened and transformed its governance processes. Among the most significant changes:

- The creation of new university “Aim” and mission statements, approved by the Board of Trustees in December 1996;
- The creation of a new university ethics statement, approved in 1997;
- The development and implementation of two new five-year strategic plans (1998–2003; 2003–2008), approved by the Board of Trustees in 1998 and 2003, respectively;
- The creation of a Faculty Senate in 1997 to replace the existing Academic Council;
- A return to the provost model of university governance in 1995/96; to a provost model with all vice presidents reporting to the Provost, the chief academic officer, in 1998;
- The creation in 1996 of the Office of Internal Controls and Audit Services;
- The transformation of the University Division into a University College in 1999;
- The creation of a Campus Master Plan, approved in 1996, and revised biennially;
- The development of a University Enrollment Plan in 1997 and in 2006;
Other related significant changes in university governance included:

- The creation in 1998 of a faculty union of tenured and tenure-track faculty under the American Association of University Professors (AAUP);
- The creation of two new executive officer positions—a Vice President for Curriculum & Instruction, and a Vice President for Research—as part of the University’s Cabinet.

The above changes have both sharpened and strengthened the university’s mission and governance structures.

Vision 2020 focused primarily on five strategic areas:

- Students of the Future
- Educational Programs of the Future
- Excellent Faculty and Staff
- Enhancing and Maintaining High Quality Facilities
- Securing Funding for the Future

It also incorporated recommendations from the Ohio Board of Regents’ (OBR) 1996 master plan, “The Challenge Is Change,” which identified five performance objectives for Ohio public universities and colleges:

- Improve student access and increase graduation rates
- Improve the quality of learning experiences
- Focus research to achieve optimal benefits
- Become a vital partner in enhancing Ohio’s economy and quality of life
- Deliver the greatest benefit from resources

On June 6, 1997, “Vision 2020: Shaping the Future” was adopted by the University’s Board of Trustees to, in the words of then-President Harley Flack, “provide the guidance needed by Wright State University to steer its course as the catalyst for educational excellence in the Miami Valley and beyond” (p.v.).

**Aim and Mission Statements**

On December 3, 1996, soon after being reaccredited by NCA, the university clarified its purposes through a new aim and mission statement that emerged from its campus-wide visioning process. The “aim” statement—

**Wright State University will be a catalyst for educational excellence in the Miami Valley**—was integrated into the opening sentence of the university’s new mission statement:

**Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State will provide: access to scholarship and learning; economic and technological development; leadership in health, education and human services;**
cultural enhancement; and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research (Approved by Board of Trustees on December 3, 1996).

The eight components of the new mission statement made it clear that the university would:

1. Serve as a catalyst for educational excellence in the Miami Valley;
2. Promote lifelong learning and service;
3. Provide access to scholarship and learning;
4. Enhance economic and technological development;
5. Provide leadership in health, education, and human services;
6. Facilitate cultural enhancement;
7. Promote international understanding; and
8. Support collegial involvement and responsibility for continuous improvement of education and research.

These eight tenets are stated on the university’s Web site and in its catalogs, are reflected respectively, in the mission statements of the colleges, schools, and divisions, and have guided and shaped the development of the two university strategic plans that grew out of Vision 2020. In response to a need identified by this self-study process, the university will do even more to ensure that its mission is more prominently and visibly shared with its constituencies, and is more broadly appreciated and understood by all.

How College, Department, and Division Missions Reflect the University’s Mission

College, department, and division mission statements reflect the mission of the university, and, of course, it is primarily through these units, and the faculty, staff, and students within them, that the university carries out its mission.

University College

The University College (UC) serves as the academic home and primary portal of access to the university for most undergraduate students, including transfer students. Because of the selective entrance requirements of the degree-granting colleges, UC is the primary vehicle through which the university carries out its open admission mission. Through its new student orientation program (SOAR), placement testing, academic advising, learning communities, developmental education, Student Academic Success Center—Tutoring Services, Math Learning Center, University Writing Center—and numerous other programs, UC thus strives to help students make a successful transition to college; achieve academic success and personal growth; explore appropriate career opportunities; and move as quickly as possible into an appropriate major in the degree-granting colleges. UC also coordinates the nationally recognized first-year experience at Wright State University and directs
and oversees the university’s efforts to improve first-year retention and first-year student success in general. As of Fall 2005, 5,296 students were housed in the University College, with intended majors as follows:

- Raj Soin School of Business – 901
- College of Education and Human Services – 962
- College of Engineering and Computer Science – 516
- College of Liberal Arts – 897
- College of Nursing and Health – 567
- College of Science and Mathematics – 413
- Undecided – 1,026

**Raj Soin College of Business**

The Raj Soin College of Business (RSCOB), accredited by the Association to Advance Collegiate Schools of Business–International (AACSB), is dedicated to preparing business professionals who meet the highest standards. The college’s academic programs and experiences provide the foundation for continuing professional development; educate students to be aware of the business person’s responsibilities in the political, social, and economic order of society; and teach students to adjust to the rapidly changing global business environment. The College of Business was named the Raj Soin College of Business in 2000 in honor of Rajesh S. Soin, a former University Trustee, and an internationally known entrepreneur, business leader, and community benefactor. In the Fall of 2005, RSCOB opened the MCT Technologies Trading Center to bring “Wall Street” to students enrolled in the College. In Fall 2005, RSCOB housed 1,601 students.

**College of Education and Human Services**

The College of Education and Human Services (CEHS) prepares professionals to meet the educational, leadership, and human services needs of a diverse, democratic society. CEHS assumes responsibility for one of the university’s primary functions: preparing teachers, educational and community leaders, and professionals in health, education, leadership, and human services. The college is accredited by the National Council for Accreditation of Teacher Education (NCATE), Council for Accreditation of Counseling and related Educational Programs, Council on Rehabilitation Education, and Commission of the Accreditation of Allied Health Programs, and is recognized and approved by the State of Ohio to prepare professionals in education and human services. In 2004, CEHS was named one of two charter colleges in the state of Ohio for alternative licensure. In Fall 2005, 2,837 students were housed in CEHS.

---

1 see http://www.wright.edu/uc/
2 see http://www.science.wright.edu/bioinformatics/
3 see http://www.cehs.wright.edu/index.php/
College of Liberal Arts

The College of Liberal Arts is the most diverse of the university’s degree-granting colleges and schools offering a broader range of undergraduate and graduate degree programs in the fine and performing arts, the humanities, and the social sciences than is typical at peer institutions. The college prepares graduates to be citizens and professionals, for advanced professional and graduate study, and collaborates with each of the university’s other undergraduate colleges in offering joint professional and pre-professional programs such as teacher education, pre-law, pre-business and pre-med. The college also contributes the largest number and widest diversity of courses in the university’s General Education Program, providing students with the knowledge that lies at the heart of being an informed citizen as well as many of the skills and habits of mind that are the mark of an educated person. The college also regularly creates nationally recognized cultural performances and programs in the arts for the campus communities and for the public. In Fall, 2005, 2,508 students were housed in COLA4.

College of Science and Mathematics

The College of Science and Mathematics (COSM) prepares students in a wide array of the sciences, clinical sciences, mathematics, and psychology. COSM collaborates with other WSU colleges and schools (e.g., education, medicine, and nursing) to prepare professionals, and provides extensive course offerings in general education in support of university degrees. COSM is committed to excellence in teaching and service, and has an extensive involvement in research and laboratory science. Many COSM faculty hold joint appointments with CECS and the Boonshoft School of Medicine (BSOM). From 1964 - 1985, COSM was known as the College of Science and Engineering (COSE); in 1985, engineering became a separate college - the College of Engineering and Computer Science—and the former COSE became COSM. In Fall 2005, 1,664 students were housed in COSM5.

College of Engineering and Computer Sciences

The College of Engineering and Computer Sciences (CECS) is committed to providing an outstanding professional education to its students through excellence in teaching, research, and service, and ongoing collaborations with business and industry. As part of its commitment and collaboration with industry, the college is dedicated to developing programs important to the region and to making its programs and courses available to part-time and working students. All undergraduate engineering programs are accredited by the Engineering Accreditation Commission of ABET. The undergraduate program in computer science is accredited by the Computing Accreditation Commission of ABET. CECS underwent ABET re-accreditation review in the Fall of 2005, and is currently awaiting ABET final action. In Fall 2005, 1,187 students were housed in CECS6.
College of Nursing and Health

The College of Nursing and Health (CONH) is committed to preparing the professional nurse who is increasingly viewed as the nucleus of the healthcare system, and to serving as an advocate for healthcare consumers. Wright State’s program thus prepares self-directed graduates who can function as generalists in a number of settings and collaborate with other health professionals to coordinate and improve the healthcare of individuals, families, and communities. CONH serves as the hub and fiscal agent for the sixteen-county Nursing Institute of Western Ohio. The nursing program at WSU is accredited by the Commission on Collegiate Nursing (CCH) and approved by the Ohio Board of Nursing (OBN). In the Spring of 2005, CONH received the maximum ten-year accreditation from the Commission on Collegiate Nursing. In Fall 2005, 905 students were housed in CONH.

Lake Campus

The Wright State University-Lake Campus, located on 173 acres on the north shore of Grand Lake St. Mary’s between Celina and St. Mary’s, provides educational access to the residents of Auglaize, Mercer, Van Wert, Shelby, Allen, and Darke counties to whom it provides a variety of certificate, pre-baccalaureate, and technical education at the associate degree level, and courses leading to the baccalaureate and master degrees. Lake Campus was created in 1962 as the Western Ohio Program of Ohio Northern University and became a regional branch campus of Wright State University in June 1969. It moved to its present location in 1972. The Lake Campus is accredited by NCA as part of Wright State University. In Fall 2005, 910 students were enrolled at the Lake Campus.

School of Graduate Studies

The School of Graduate Studies (SOGS) has the authority to grant graduate degrees at Wright State University, and shares responsibility for the administration of all graduate programs in the university with the discipline-focused colleges and schools and their academic departments. SOGS also administers all graduate academic and admission policies as developed and approved by the Graduate Council, helps to develop new programs, and maintains appropriate standards for graduate-level programs. Through Wright State’s colleges and schools SOGS offers five Ph.D. programs, 43 Master’s degree programs, and one post-Master’s educational specialist degree. In Fall 2005, 4,016 graduate students were enrolled at WSU.

Boonshoft School of Medicine

The Boonshoft School of Medicine (BSOM), accredited by the Liaison Committee on Medical Education (LCME), and established by the Ohio General Assembly in 1973, is a community-based medical school that awards the M.D., M.D./Ph. D., M.D./MBA, and M.D./M.P.H. degree. Within the context of preparing physicians to meet the needs of patients and society, the school conducts research in multiple disciplines and in collaboration with the community; encourages the generation of new knowledge; and offers continuing and graduate medical education programs. Affiliated with 28 hospitals and healthcare facilities in the Dayton-Miami Valley region, the school’s faculty include 345 full-time faculty and approximately 1,300 physicians in private practice and other health care professions in the community who volunteer their time and expertise to the school. In Fall 2005, 433 students were enrolled in the school.

7 see http://www.nursing.wright.edu
8 see http://www.wright.edu/lake
9 see http://www.wright.edu/sogs/
10 see http://www.med.wright.edu/index.html/
School of Professional Psychology

The School of Professional Psychology (SOPP) offers a four- or five-year post baccalaureate program leading to the Doctor of Psychology (Psy.D.) degree, an APA accredited internship program, and a post-doctoral fellowship program. The school was among the first doctoral programs in the country to open a practitioner model of training in which the primary emphasis is on the application of psychology rather than on research. The primary goal of the program is to train students broadly as general practitioners to allow students to prepare for an initial focus in a number of established and emerging areas of practice. The program accepted its first students in 1978, and, since 1982, has been continuously accredited by the American Psychological Association, most recently in 2005 with the maximum ten-year accreditation granted. In Fall 2005, 133 students were enrolled in SOPP.11

Division of Academic Affairs (Curriculum and Instruction)

The Division of Academic Affairs/Curriculum and Instruction fosters the success of a diverse student body by providing educational access and strong academic support to incoming and continuing students, creating a superb and highly supportive teaching and learning environment for faculty and students, and providing ongoing instructional support and technology training to faculty. Through its University Honors Program, University College, Center for Teaching and Learning, Office of the University Registrar, Air Force and Army ROTC, Office of Pre-College Programs, Asian/Hispanic/Native American Center, Bolinga Black Cultural Resources Center, Women’s Center, and other units, the division offers alternative educational programs for interested students, including the K-12 population, promotes diversity, and provides oversight for articulation and transfer. In collaboration with Student Affairs, the faculty, and the campus community in general, the division also provides administrative oversight for the First Year Experience, the General Education Program, Writing Across the Curriculum, Academic Program Review, university classrooms, distance learning, and accreditation for the entire university.12

Division of Student Affairs and Enrollment Services

The Division of Student Affairs and Enrollment Services offers critical services, educational programs, and facilities that support the diverse community of learners at WSU. The division provides well-prepared staff who guide students and advocate on their behalf through the services of undergraduate admissions, financial aid, and career services; student life programs and facilities; the student union, recreation and intercollegiate athletics, residence services; student relations, counseling and wellness; student health services, public safety and disability services. Within the framework of total student development, the Division thus advocates for students needs, facilitates student involvement, and encourages students to accept responsibilities of membership in a campus community.13

11 see http://www.wright.edu/sopp/
12 see http://www.wright.edu/academicaffairs/
13 see http://www.wright.edu/students/stu_affairs/
Division of Graduate Studies and Research

The Division of Graduate Studies and Research consists of the School of Graduate Studies and the Office of Research and Sponsored Programs. The missions and operations of these units are described in detail elsewhere in the Self-Study. At the highest level, these units operate under the leadership of the Vice President and Dean to assure that the research enterprise brings maximum benefit to the graduate student population and that both reflect the highest possible level of integrity and quality. Policy guidance is provided by the Graduate Council and the several research compliance committees14.

Division of Business and Fiscal Affairs

The Division of Business and Fiscal Affairs helps to lead, support, and move the university forward by effectively utilizing and developing its physical, financial, and human resources. The division fosters good will ambassadors for Wright State University; empowers individuals to provide quality service that exceeds customer expectations; respects individuality and values diverse viewpoints; and provides a learning work environment that encourages individuals to achieve their fullest potential15.

Division of University Advancement

The Division of University Advancement fosters mutually beneficial relationships with alumni, friends, donors, civic, corporate and elected officials, the media and the general public. A comprehensive marketing and communications program informs our many publics about the university’s offerings, opportunities and accomplishments, promoting a strong positive institutional image. A comprehensive alumni relations program promotes lifelong meaningful connections between alumni and their alma mater. In partnership with and under the auspices of the Wright State University Foundation, the division raises private financial support, manages and invests those resources, and distributes them to university programs in accordance with donor directives16.

Most colleges and divisions publish an annual report to highlight accomplishments in fulfillment of the university and local mission. These will be available to the HLC/NCA reviewers in the Resource Room.

University Ethics Statement

Developed by a broadly representative group of faculty, staff, students and administrators, the University’s Ethics Statement was adopted by the WSU Board of Trustees on March 28, 1997, to “provide general guidelines for strengthening the integrity of the university”:

14 see http://www.wright.edu/sogs/
15 see http://www.wright.edu/businessaffairs/
16 see www.wright.edu/strategicplan/advancement.pdf
**University Ethics Statement**

Wright State University’s goal of excellence and its dedication to innovation in teaching, research, and service rests upon an individual and a collective commitment to ethics. The purpose of this statement is to provide general guidelines for strengthening the integrity of the university. It sets forth basic principles for enabling the university to accomplish its mission and serves the public interest in an ethical way.

This statement also identifies a basic process for integrating these principles into the institution’s culture. The university expects the administration, the faculty, the staff, and the students to exemplify these principles in their words and actions.

To guide the conduct of the university community, Wright State University endorses the following principles:

**Honesty**

Members of the university community will be guided in all their activities by a high regard for truth.

**Respect**

Members of the university community will show concern for the individuality of others and their ideas.

**Justice**

Members of the university community will treat others fairly.

**Accountability**

Members of the university community will be responsible stewards of the public trust.

To integrate these principles into the institution’s culture and to encourage ethical conduct, Wright State University is committed to an ongoing process which will involve the creation of a standing advisory and resource committee to support ongoing formal ethics education, and to assist the university in developing ethics policies and procedures.
University Diversity Statement

The University’s Diversity Statement, adopted by the Board of Trustees on March 28, 1991, expresses the university’s goal of providing a diverse intellectual, cultural and social environment on campus that appreciates every individual, without regard to such artificial barriers as “race, gender, age, ethnicity, disability, sexual orientation, socioeconomic status, religious affiliation, or national origin”:

Wright State University celebrates diversity. Our daily life is made rich by the diversity of individuals, groups, and cultures. The interplay of the diverse stimulates creativity and achievement in all facets of our existence.

Respect, tolerance, and goodwill are the keystones to enjoying the diversity of our world. We are all linked to each other in a world created for all of us to share and enjoy. Each member of humanity has a potential contribution to make to the whole. It is our duty to encourage and promote that contribution.

Wright State University is committed to achieving an intellectual, cultural, and social environment on campus in which all are free to make their contribution. We will achieve an environment in which every student may think, and learn, and grow without prejudice, without intimidation, and without discrimination. We will achieve an environment in which personal dignity and respect for the individual are recognized by all.

Wright State University promotes the acceptance and appreciation of every individual regardless of race, gender, age, ethnicity, ability or disability, sexual orientation, socioeconomic status, religious affiliation, or national origin. We encourage appropriate activities and events that foster learning about the diversity of our world.

Wright State University will be a model for our geographic region, exemplifying that a human community can exist that celebrates diversity, enjoys the richness that diversity brings to our lives, and grows stronger with every new member.

Adopted by the WSU Board of Trustees March 28, 1991.
Thus, clearly diversity is at the heart of Wright State’s existence.

The importance of diversity to the university’s mission was further clarified in President Kim Goldenberg’s inaugural address in 1998 when he cited “human justice” as among the three major challenges facing higher education, requiring in response that educational institutions “create learning environments that enable all citizens to maximize their human potential, with an appreciation and respect for the rich differences that gender, race and religion bring to the human condition.” Dr. Goldenberg’s annual Presidential Lecture Series and University Conference, “Quest for Community,” keep the goal of “human justice” ever present before the university community. Five months after his inauguration, Dr. Goldenberg further strengthened the university’s commitment to diversity in a General Memorandum that was subsequently codified in a Wright Way Policy:

As a public educational institution, Wright State University is determined to establish and maintain an environment of academic excellence. Implicit in that determination is the recognition that all members of the university community must have an equal opportunity to develop and utilize their full potential. Accordingly, it is the university’s policy to provide equal opportunity to all employees, students, and applicants for employment or admission, without regard to their race, sex, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation.

The university’s basic equal opportunity policy statement firmly rejects discrimination on the basis of “race, color, religion, disability, veteran status, national origin, ancestry, sex, age, or sexual orientation.” Discrimination on the basis of such irrelevant criteria is wrong and unacceptable.

The university’s mission, as adopted by the Board of Trustees on November 26, 1986, and reaffirmed in 1993, expressly includes the observation of “high standards of social responsibility, including equal access to education, equal opportunity, and affirmative action.” Our commitment is to achieve and maintain excellence through full and equal opportunity, which is fundamental to the existence of Wright State University. It will be the most effectively implemented with the full support and generosity of spirit, which characterizes a collegial organization at its best.

It is therefore the policy of Wright State University not only to avoid direct discrimination but to go further. The university will act affirmatively to identify and eliminate barriers that may exclude or impede members of certain groups in their pursuit of excellence. Such affirmative action will address the treatment of persons who are already members of the university community, as well as applicants for admission or employment (Wright Way Policy #4001.1).17

University Strategic Plans


The 1998–2003 University Strategic Plan18, developed under President Harley Flack, focused on nine strategic goals that reflected the five overarching emphases of Vision 2020:

1. Administrative Redesign
2. Quality Improvement

17 See http://www.wright.edu/wrightway/4001.html
18 Available in Resource Room.
3. Organizational Enhancements
4. Instructional and Research Equipment and Library Resources
5. Faculty and Staff Development
6. General Education Revisions
7. Increased Compensation
8. New Initiatives:
   - Ph.D. Program in Engineering
   - Master’s of Accountancy
   - Strengthen Graduate Programming in Environmental Sciences
   - Undergraduate/Graduate Studies in Leadership
   - University Center for International Education (UCIE)
   - New Campus Facilities for Multicultural Centers, including new Asian/Hispanic/Native American Center
   - Information Technology Research Institute
   - Economic Development Institute/Center
   - Partnerships with Area Institutions . . . including the Dayton Public Schools, area technical institutions and community colleges, HBCU’s, etc.
   - University College
9. Major Fund Campaign

Using the Shirley model of strategic planning, the 1998–2003 plan also identified 21 programs and/or units to be strengthened, 13 to be consolidated, five to be phased out, and four to be maintained at no institutional cost (see pp. 21–22 of plan). The plan also provided general guidelines for academic, athletic, student, and administrative units based upon strategic indicators defined by NCA and the OBR. All of these actions reflected the strategic emphases of Vision 20/20 and the university’s refocused new mission statement. Virtually all goals of the 1998–2003 plan have been accomplished.

**2003–2008 University Strategic Plan—“On the Horizon, Building Our Future”**

In launching the university planning processes that would lead to the development of the **2003-2008 University Strategic Plan—“On the Horizon, Building Our Future,”** President Goldenberg, who succeeded Dr. Flack in office, re-emphasized the fundamental purposes embodied in the Wright State mission:

- Serving students from a diverse cross-section of the population;
- Performing research and scholarship that address societal needs; and
- Engaging in community outreach that improves quality of life.
In the following months, the University Strategic Planning Council developed a plan centered around three strategic goals:

- Enhance our distinctive learning experience to recruit and retain a diversity of students from the region and beyond;
- Expand our partnerships through external funding and collaborative scholarship both regionally and globally;
- Extend our engagement with government, business and nonprofits to focus on emerging areas of need.

Today, the university continues to align the organization consistent with the 2003–2008 Strategic Plan. The work of the University Classroom of the Future Committee (UCOF), the Academic Program Plan, University Enrollment, Staffing, Technology and Assessment Plans, the new University Master Plan, the new SCT Banner Information System, the creation of a new capital planning process, and the development of a university financial plan by the Board of Trustees are all examples of structures and processes designed to carry out the goals of the 2003–2008 Strategic Plan, and the university’s mission in general. Implementation of the strategic plan is monitored annually by the University Strategic Planning Council and unit heads across the university.

As the annual campus reports on the implementation of the strategic plan make clear, the university community has moved aggressively and successfully to implement the strategic goals and strategies of the current strategic plan, thereby continuing to impressively and effectively carry out the university’s mission.19

Faculty Constitution

The Faculty Constitution, revised and adopted by the Faculty Senate in May, 2005, defines the faculty’s role in helping the university carry out its mission:

Preamble:
The chief purpose of Wright State University shall be the achievement of excellence in teaching, the achievement of substantial contributions to human knowledge, the achievement of major service to humanity, and the maintenance of a free and cosmopolitan environment for the work toward such achievements.

This constitution is established in order that the University faculty (as defined by Article II) may participate in the achievement of these purposes through shared governance and the principle of Academic Freedom.

The constitution defines and thus codifies the roles and scope of faculty responsibility within the context of the University’s mission.20

Collectively, the above mission documents demonstrate that the university carries out its mission with integrity in broadly inclusive and representative ways.
Core Component 1-b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

As is clear from the preceding sections, Wright State University offers a rich array of academic experiences and co-curricular activities to a diverse set of learners from a wide spectrum of communities, states, countries, and cultures. The university also has a long-standing national reputation for providing access to the disabled through a comprehensive set of support services provided by the Office of Disability Services (ODS) an underground tunnel system that connects almost all buildings on campus (see Section III), and the provision of services to students with documented physical and learning disabilities. Through its mission document, including its strategic and operational plans, the university establishes expectations for diversity in its enrollment, retention, and hiring goals; in the curriculum of its learning communities, its general education and degree programs; and in its co-curriculum. It also provides, through the Center for Teaching and Learning, ongoing professional development opportunities for faculty to learn more about the demographics, academic profiles, and diverse learning styles of Wright State students and how to create effective teaching and learning environments that maximize the success of these diverse learners.

This same commitment to diversity is also reflected in the university’s current 2003–2008 Strategic Plan which states in its objectives that the university will pursue:

- the recruitment and retention of a diverse group of students from the region and beyond;
- the recruitment and retention of a diverse faculty and staff; and
- diversification and enhanced accessibility to the curriculum.

One of the best ways for the university to demonstrate its commitment to a diversity of learners and constituents, of course, is to ensure that its faculty and staff reflect the diversity of its learners.

The Wright State Student Body: Diversity of Learners

Since 1996, Wright State student enrollment has become even more diverse. The Fall 2005 enrollment includes 9,803 females, 7,271 males, 1,793 African Americans, 416 Asians, 212 Hispanics, 63 Native Americans, 405 students with documented disabilities, and 562 international students. Since 1996, the total student body has increased 8.77%, from 15,697 to 17,074, with most of this increase coming from female students, who accounted for 1,100 of the 1,377 student increase above. In athletics, the positive ratio of female to male athletes catapulted Wright State in 2004 into the top one-percent for gender equity of athletic participation opportunities in NCAA Division 1 schools. In fact, Wright State University now has the highest percentage of female athletes, as a percentage of all athletes, in NCAA Division 1.

One of the most significant increases in diversity over the last decade has been the growth in African-American students. African American student enrollment has increased 41.4%, from 1,268 to 1,793 students. Overall, African Americans rose from 8.1% to 10.5% of the student body. The university has also achieved small increases in the number of Asian, Hispanic, and Native American students,
for an overall increase in minority student enrollment from 11.7% to 14.5% of the total university enrollment. In addition, since the last self-study, international student enrollment has increased from 352 to 562, an increase of 59.7%.

**Wright State Faculty**

Between 1996 and 2005, the faculty increased 16.6%, with a modest increase in gender diversity. For example, the percentage of female faculty increased from 31.0% of the total faculty in 1996 to 39.14% in 2005. African American female faculty increased from 7.7% to 9.4% and Asian female faculty from 2.9% to 4.87% of all female faculty.

As with the growth of African-American students, the greatest change in the diversity of faculty occurred in the number of African American faculty whose numbers increased from 31 to 43 between 1996 and 2004, an increase of 38.7%. Asian faculty increased from 58 to 73 (26%) during the same period. Wright State’s Boonshoft School of Medicine (BSOM) was recognized recently for having a greater percentage of women among surgery faculty than any other medical school in the nation. In addition, all African American faculty members hired in tenure-track positions since 1996 across the university have received academic tenure. This data reflects a genuine increase in demographic diversity among the university faculty.

According to Affirmative Action data and analysis, since 1996, Wright State has achieved parity for women among its English Language and Literatures faculty, for Hispanics among its Modern Languages faculty, for African Americans among its Clinical Medicine faculty, and for Asians among its Physics faculty. The university continues to seek parity, however, among its entire faculty, particularly in those units where there is an under representation of women faculty—

- Raj Soin College of Business (2);
- College of Education and Human Services (2);
- College of Computer Science and Engineering (6);
- College of Liberal Arts (8);
- Boonshoft School of Medicine (7);
- School of Professional Psychology (3);
- College of Science and Mathematics (16); and
- Lake Campus (7)

and an under representation of minorities -

- College of Education and Human Services (1);
- College of Liberal Arts (3);
- College of Science and Mathematics (7);
- College of Nursing and Health (2);
- Boonshoft School of Medicine (9); and
- Lake Campus (3).

The university will continue to address these disparities in future hires.
Unclassified Staff

Between 1996 and 2004, unclassified staff increased 43.0%—for reasons already explained in the introductory chapter to this self-study. Though the percentage of female unclassified staff decreased slightly from 55.36% to 53.02%, racial diversity increased. Asian unclassified staff members, for example, increased 100%, while African American unclassified staff members increased 55.81%. Clearly, in the diversity of its unclassified staff, the university has made significant progress.

Classified Staff

In contrast to the large increase in unclassified staff, the university’s classified staff has grown more slowly since 1996, by 8.5%, in part because of the conversion of many classified staff positions to unclassified. Males had been under-represented among the classified staff, but since the last self-study the percentage of men has increased from 32% to 37%. The greatest change in the classified workforce has been an increase in African American men whose numbers increased 77.7%. Overall, the number of classified staff positions held by African Americans increased 28.6%. This represents a substantial improvement in the university’s performance in recruiting African American employees for classified positions. However, the university recognizes the need to continue its efforts to recruit African American women for classified positions and will continue to do so.

Domestic Partner Benefits

One “unfinished” area of business in the area of diversity for the university is the provision of domestic partner benefits for university employees, a benefit to which the university remains strongly committed. In 2004, however, the citizens of the State of Ohio voted to pass Issue 1 which prohibited state institutions from providing such benefits. As stated in Article 26.8 of the Collective Bargaining Agreement, “In the event that the Ohio Supreme Court issues a full and final decision that holds that state universities may extend benefits to domestic partners without violating the Ohio Constitution or any Ohio Statute in effect, the university and the AAUP-WSU will reopen negotiations for the extension of benefits to domestic partners.”

Diversity-Related Units

Not only is an appreciation of the diversity of its learners, constituencies, etc., apparent from the university’s mission documents and the programs and practices of its colleges, schools, and divisions, it is also apparent from the very visible and prominent existence of a number of units specifically created to both enable and exemplify the university’s strong commitment to its diverse learners. For example:

- The university established the Office of Disability Services (ODS) in 1970, six years before federal regulations required such action (45 CFR Sec. 84.41: Federal Regulations SUPP-HAP-9, May 16, 1977).
In 1970, the university also adopted an Equal Opportunity Affirmative Action Policy, which established the Office of Affirmative Action Programs. That action was taken two years before educational institutions became subject to the affirmative action requirement pursuant to federal regulations (Revised Order No. 4, 40 CFR Part 60-2) implementing Executive Order 11246, as amended in 1967, and P.L. 92-261 (March 24, 1972).

The university established the University Center for International Education (UCIE) in 1998 to ensure an international dimension to the university’s three major functions of teaching, research, and service. The UCIE now works closely with academic programs to champion international awareness.

The university also supported diversity by forming dedicated units. It founded the Bolinga Black Cultural Resources Center in 1971, the Office of International Students in 1980, the Women’s Center in 1993, and the Asian/Hispanic/Native American Center in 1998 (a commitment identified in Goal 8 of the 1998–2003 Strategic Plan).

The university also increased support for the Women’s Studies Program and created the African and African-American Studies Program in 2000.

As cited earlier in this chapter, the WSU Board of Trustees institutionalized the university’s commitment to diversity through the University Diversity Statement adopted in 1991.

Other examples of the university’s strong commitment to diversity can be found in the 2002–2003 publication, Diversity Initiatives: A Directory of Programs at Wright State University (see Resource Room), as well as at the university’s diversity Web site.

Opportunities for Improvement

Although the university has worked diligently and rightfully earned a prominent place in the Dayton metropolitan communities for its demonstrated commitment to diversity, it recognizes that additional work is still needed and has committed itself to:

- Continued diversification of the faculty particularly in under-represented units and continued diversification of the staff; and
- Continued exploration of the provision of Domestic Partner benefits to university employees.
Core Component 1-c

Understanding of and support for the mission pervade the organization.

Each chapter of this self-study demonstrates that a profound understanding of the university’s mission pervades the organization. The university’s strategic and operational plans and its diversity and ethics statement; the mission statements of the colleges, schools, and divisions; the Faculty Constitution; the diversity of the student body, faculty, and staff; the emphases on effective teaching and learning evidenced in the Criterion III and IV chapters; the leadership in research, economic development, etc., detailed in the Criterion IV chapter; the abundant examples of civic engagement detailed in the Criterion V chapter; the rich examples detailed in college/school annual reports in the HLC/HCA Resource Room all demonstrate that Wright State’s mission is fully embraced and reflected throughout the organization. Even so, as mentioned earlier, the university will do even more to enhance an understanding of the university’s mission, particularly among new students and employees.
Core Component 1-d

The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Today, Wright State University can be seen through the organizational charts on the following pages (See Figure 1-3 through 1-7).
As is clear from the charts throughout Core Component 1-d, Wright State University is administratively structured in ways that facilitate and promote effective and collaborative governance and leadership across the institution—from the Board of Trustees to Student Government.

As stated earlier, since the NCA Team’s 1996 visit to Wright State, there have been four significant governance changes that have strengthened university governance and processes: the creation of a Faculty Senate to replace the Academic Council; the adoption of a provost model which brought all of the vice presidents and divisions under the provost, the chief academic officer of the university; the creation of a faculty union of tenured and tenure line faculty; and the creation in 2004 of two new vice president positions—conversion of the Associate Provost of Academic Affairs position to the new Vice President for Curriculum and Instruction, and of the Associate Provost for Research position into the Vice President for Research. Both positions were added to the University’s Cabinet, thereby increasing the representation on the Cabinet of individuals who are directly involved in academic affairs.
University Governance

Board of Trustees

In 1965, Senate Bill No. 210, Section 3352.10 of S.B. 210, which created Wright State University, placed governing powers with a board of nine trustees who would be appointed by the governor with the “advice and consent of the Senate” (Founding and Fulfillment, p. 90). Wright State University’s Board of Trustees (BOT) now also consists of two nonvoting student trustees, with all members appointed by the governor. The Board members serve nine-year terms, with student appointees serving staggered three-year terms. In general, the terms of the board are sequential, with the term of one regular and one student member expiring every year. None of the current Board members were serving at the time of the 1996 NCA visit.

As the policy making body of the university, the Board of Trustees approves the university’s mission, strategic plans, faculty constitution, all contracts to which the university is a party, and capital and operating budgets. To expedite operations, the board has granted top administrators exceptional latitude in approving contracts (up to $500,000) without a board vote. The board also approves all grants, academic degrees, and promotion and tenure, establishes the academic and operational divisions of the university, and appoints their leaders.

The Board conducts its work through five committees—Academic Affairs, Advancement, Building and Grounds, Finance and Audit, and Student Affairs—setting policies, approving recommended actions, and interacting collaboratively and effectively with the entire university community. These five committees meet five times per year on a single day schedule, a format which is new since the

Available in Resource Room.
last NCA visit. On the day before public meetings the Board meets in executive session to discuss topics set aside for executive sessions by the Ohio Revised Code. At each public meeting, the President and each committee report to the full Board, and the student trustees and the President of the Faculty report on the activities of their respective constituencies. The faculty president and president-elect also meet quarterly with the chair and chair-elect of the Board and the university’s president and provost to promote ongoing communication and goodwill. Board minutes and agendas are posted on the university’s Web site (Board minutes posted on the Web site since December 1996 are available in the Resource Room for review).

**President**

The Board of Trustees vests broad administrative authority in the university president who shoulders responsibility for all functions of the entire institution. The President delegates authority and formal administrative policy through Executive Memorandums, and works closely with the Provost, University Cabinet, and the Council of Deans, the designated executive and academic officers of the university to oversee the daily operations of the university. The Provost, University Counsel, and the Executive Assistant report directly to the President.

**Provost**

The provost serves as the chief operating officer of all the academic units and divisions of the university, and chairs the University’s Cabinet, the Strategic Planning Council, the Executive Enrollment Management Council, as well as the Council of Deans (COD). All of the Vice Presidents and Deans, as well as the Associate Provost, University Librarian, Directors of Affirmative Action,
Figure 1-7 Wright State University Student Government Executive Cabinet 2005–06

Wright State University Student Government Executive Cabinet 2005–2006

President
James Borchers

Chief of Staff
Chris Carlisle

Director of Internal Affairs
Kelly Combs

Vice President
Molly McGraw

Cabinet
Director of Public Relations
Courtney Cunningham

Director of Web Communications
Todd Miller

Director of Student Affairs
Ed Gemin

Director of Academic Affairs
Dylan Borchers

Director of Diversity Affairs
Alton Croker

Director of International Affairs
Vacant

Chief Justice
Rod Hissong

Associate Chief Justice
Martin Borchers

Senators
Residential
Brad Turner

Commuter
Paulina Zolotowski

College of Nursing
Abby Dunlap

College of Engineering & Computer Science
Harish Gopalakrishnan

College of Liberal Arts
Harish Gopalakrishnan

College of Education & Human Services
Brian Happy

College of Science and Mathematics
Adam Gareverick

Boonshoft School of Medicine
Jaime Marks

School of Professional Psychology
John Wes Waggoner

School of Graduate Studies
Leslie Higgins

Raj Soin College of Business
Tiffany Newman

University College
Jessica Dayton

House of Representatives
Speaker of the House
Mark Knox

Assistant to the Speaker of the House
Ean Johnson
Computing and Telecommunications Services and International Education, and a Special Assistant for Community Outreach report directly to the Provost.

**The University Cabinet**

The University Cabinet, chaired by the Provost, consists of all the Vice Presidents, the University General Counsel, and the Executive Assistant to the President. The Cabinet has responsibility for all financial, capital, facility, development, and administrative decisions of the university. The Wright Way Policy and Procedures Handbook captures administrative policies that emanate from this body. The faculty, staff, and student handbooks outline the academic policies and procedures and expectations for their constituencies.

**Council of Deans (COD)**

The Council of Deans consists of the eleven deans of the colleges and schools, the university librarian, the director of computing and telecommunication, and the associate provost, all of whom serve as the academic officers of the University. The COD reviews and makes recommendations about all matters that impact the academic domain of the university, including university strategic goals, academic degree programs, enrollment, facilities, the capital plan, etc. The president and president-elect of the faculty meet with the COD quarterly. The COD advises the Provost on all policies of the university that directly affect the academic units.

**Faculty Governance**

Leadership of the faculty is provided by the President and President-Elect of the Faculty, otherwise known as “Faculty Governance,” as well as by the Faculty Senate and the AAUP.

**Faculty Senate**

The powers and duties of the university faculty are delegated to a representative Faculty Senate whose members are elected from the university’s academic units (excluding the University College and School of Graduate Studies which do not have full-time faculty members). The Senate operates under a constitution, approved by the Board of Trustees, that is reviewed quadrennially. The Lake Campus is represented on the Faculty Senate, but also has its own Faculty Senate at its campus. The President and Provost serve as non-voting members of the Senate and give university reports at each meeting.

The Faculty Senate approves all undergraduate programs and modifications, including general education, the academic calendar, and other academic-related policies. Consideration of graduate programs and graduate academic and admissions policies is delegated to a Graduate Council. However, all new graduate degree programs and certificate programs are reviewed by the Senate for final approval.

---

24 See Figure 1-3
25 See Figure 1-3
26 See Figure 1-4
27 See Figure 1-4
Decisions regarding academic programs are developed at the college/school level and are then advanced to the Faculty Senate through the Undergraduate Curriculum and Academic Policies Committee (UCAPC), or to the Graduate Council through the Graduate Policies Committee. Proposals for new or revised academic policies can originate from any constituency and are then referred to the appropriate Faculty Senate or Graduate Council committee to begin the approval process. Senate decisions on new degree programs move to the Provost, President, and then the Board of Trustees. Generally, final approval of academic policies rests with the Provost.

The principle of shared governance embodied by the practices outlined above is affirmed in the Faculty Constitution.

Subject to the approval of the Board of Trustees, the authority to establish, implement, and govern educational and academic policies of the university is vested in the University Faculty, as defined in the Code of Regulations promulgated by the Board of Trustees, within the constraints of any collective Bargaining Agreement between Wright State University and AAUP and all pertinent government regulations.

The Senate conducts its work through seven standing committees: Faculty Budget Priority, Faculty Affairs, Undergraduate Curriculum & Academic Policies, Buildings & Grounds, Information Technology, Student Affairs, Student Petitions; the Graduate Council and its four committees; and eight monthly general meetings. The Senate connects to student government and reviews related student issues through its Student Affairs Committee. In 2003–04, for example, the Senate helped the Student Government develop an on-line course evaluation system, thereby achieving a long standing objective.

For the majority of the time since the last NCA reaccreditation review in 1996, Senate decisions were also subject to confirmation at a quarterly meeting of the University Faculty. However, this quarterly meeting grew increasingly ineffective as a quorum was seldom achieved. A revision of the Faculty Constitution in Spring 2005 eliminated this meeting of the University Faculty and, thereby, this component of the approval process.

**AAUP–WSU**

In 1998, to strengthen shared governance, the full-time tenured and tenure-track faculty voted to be represented by the American Association of University Professors (AAUP) in a collective bargaining agreement (CBA) with Wright State University. While such a step initially reflected a level of distrust by the bargaining unit faculty with the administration, both sides have moved beyond this as demonstrated by successful new agreements approved by the faculty and the university in July 2002 and July 2005. The current CBA will be available to the team in the Resource Room as well as at the university’s Web site. All bargaining unit departments and colleges have developed and are governed by bylaws that are ultimately approved by both the AAUP–WSU and the university. Departmental bylaws establish guidelines and procedures for promotion and tenure, annual performance review, departmental governance structures, and faculty participation in the selection of new faculty members and the

---

28 see http://www.wright.edu/admin/aaup/ and Volume II of Self-Study
Department Chair. College bylaws cover similar topics at the college level (e.g., participation in selection of the Dean). Promotion and tenure criteria are established at the department level; the college role is to assure that departments follow their own criteria.

As mentioned above, the AAUP bargaining unit includes all tenured and tenure-track faculty members. As such, it excludes faculty members in the School of Medicine and the School of Professional Psychology who work on five-year continuing contracts. It also excludes instructors and lecturers in several colleges, clinical faculty in the College of Nursing and Health, and department chairs who are considered management. The WSU-AAUP and the university both recognize the Faculty Senate as an independent body which represents the academic interests of both bargaining and non-bargaining unit faculty. All classes of faculty members mentioned above, including department chairs, are eligible to have members elected as Senators. In addition to the responsibility for curriculum and academic policy, the Senate collaborates with the Provost to develop and maintain policies for faculty rights and responsibilities (e.g., promotion) for non-bargaining unit faculty that mirror those for bargaining unit faculty in the CBA.

**WSU Staff Councils**

To promote effective communication between administration and staff, and to provide staff the opportunity for input on relevant policies and the design of educational and training programs, the WSU Staff Council was established in the spring of 2003. The Council is composed of five classified and five unclassified staff and is convened by the associate provost. Both classified and unclassified staff have long-standing advisory councils as well—the Classified Staff Advisory Council and Unclassified Staff Advisory Council, respectively. All three of the staff councils maintain Web pages on the university Web site.

**Student Government**

The bylaws of Wright State Board of Trustees allow for the establishment of an elected representative student assembly that serves as the official agency for the exercise of powers and duties on behalf of the student body. The bylaws further stipulate that the constitution of this body will enumerate duties and powers, be drafted in consultation with student affairs officers, and become effective through applicable university procedures.

This constitution currently exists as the foundation for the Wright State University Student Government. The purpose of Student Government (SG) is to advocate for and represent the interests of students at Wright State University. Student Government is committed to promoting student participation, enhancing the quality and scope of education, and promoting the general welfare of the student body. The governing structure of Student Government consists of five branches: executive cabinet, senate, house of representatives, presidential council, and student judiciary.

Student Government serves as the voice of students at the university, has access to faculty and administration and has formal opportunities for input at the highest levels of decision making. The

---

29 See Figures 1-5 and 1-6
30 See http://www.wright.edu/aboutwsu/orgs/csac/ and http://www.wright.edu/aboutwsu/orgs/usac/usac.html
31 See Figure 1-7
adviser to SG is the Vice President for Student Affairs and Enrollment Services. The President and Provost meet regularly with the leadership of SG and the President and Vice President of SG attend all meetings of the Student Affairs Committee of the University Board of Trustees and regularly provide reports and updates to the Board.

Student Government officials are involved and provide input on all matters that affect students at the university including strategic planning, budget and tuition levels, enrollment planning, and facilities design. SG consults with Faculty Senate on matters related to academics and faculty concerns.

**Wright State University–Lake Campus Student Government**

The Student Government Association at Wright State University-Lake Campus returned after a fifteen year hiatus on April 24, 2004 with a formal Installation Ceremony. The current Student Government Association consists of six members: President, Vice President, Treasurer and three at-large senator positions. The at-large senator positions are responsible for student activities, academic issues and concerns, and student surveys and assessment. The Student Government Association works closely with the Dean and the administration at the Lake Campus to enhance the quality of the student’s academic, cultural and social experiences at the Lake Campus. Additionally, the Student Government Association serves as the advocacy voice of students to the Dean and the administration, providing input on all issues and concerns that relate to students at the Lake Campus.

**Conclusion**

In summary, administrative structures are in place and are being revised when appropriate to support collaborative processes that enable the university to fulfill its mission and implement its strategic plan. Effective communication facilitates governance processes and activities. The university vision, aim, mission, ethics and diversity statements, and minutes of all governing bodies are available on the university’s Web site, as are the recently revised Faculty Constitution and Collective Bargaining Agreement (CBA), and all of the bylaws of colleges and departments. College and division annual reports are distributed widely to the campus community. A general announcement listserv is available to share information and initiate actions that would affect the university community. A monthly, online newsletter, “Dialogue,” keeps the campus abreast of progress on the strategic plan and on administrative faculty, staff and student accomplishments, and other items of interest. The student newspaper, The Guardian, does the same for students and the campus community in general. Internet technology is regularly used for interaction with the Lake Campus, and the regularly scheduled meetings between and among the board, administration, faculty and staff allow for enhanced and effective shared governance in general.
Core Component 1-e

_The organization upholds and protects its integrity._

Wright State upholds and protects its integrity through two principle means—through the appropriately informed, disciplined and ethical daily actions and interactions of individuals from the top to the bottom of the organization, and through the policies and procedures and related processes that govern the university and that accordingly guide actions and interactions within and outside the university.

Over the past decade, the university has upheld its commitment to these values primarily through the following means:

- the creation of appropriate policies and procedures that appear in the Wright Way Policies and Procedures Manual, the Faculty Handbook, the AAUP Collective Bargaining Agreement (CBA) with AAUP–WSU, Staff Handbook, and Student Handbook;
- ongoing education and training of employees on university policies and procedures;
- appropriate faculty review and approval processes, including those for the curriculum, through Faculty Senate and Graduate Council;
- ongoing appropriate oversight of University expenditures, processes, etc.
- the creation and timely revision of department and college bylaws, consistent with the CBA;
- the creation of external Advisory Boards;
- the creation of the University Auditor’s office;
- existence of the University Office of General Counsel;
- adherence to the accreditation standards of colleges/schools, NCA/HLC, NCAA, and all other external accrediting and certification bodies;
- annual review of faculty, staff, and administrators, including five-year reviews of all academic deans, directors, and academic vice presidents;
- appropriate policies governing research (See Criterion V);
- access to appropriate grievance and appeals procedures;
- adherence to Ohio Board of Regents and State of Ohio policies, including those governing articulation and transfer, civil service, construction, the creation of new degree and certificate programs, etc.;
- ongoing assessment of programs;
- reinstatement of academic program review;
- oversight provided by the Office of Environmental Health and Safety;
- adherence to Affirmative Action principles and procedures; and
- compliance with the American Disabilities Act (ADA).
Wright State also has come to symbolize integrity through the services it offers to the community. For example, in 2003, the Raj Soin College of Business created the Institute for Business Integrity (IBI) with assistance from the college’s advisory board. IBI was designed to help the business community and other communities better understand ethics and uphold organizational integrity. This outreach has been reinforced internally through the creation of a student ethics team, which competes nationally in an Ethics Bowl. For each of the past few years, the Wright State University team has placed in the top five of all institutions competing. In 2006, the team placed in the top ten; and in 2003, the team brought home the gold.

Protecting and upholding organizational integrity is currently assessed in many formal ways. A growing number of Wright State programs, for example, meet the accreditation standards of national professional accrediting bodies. These agencies require proof that Wright State programs are true to the institution’s mission, assure student academic achievement, operate ethically, and maintain sufficient documentation to permit external review. For example:

- The National Association of Schools of Public Affairs required Wright State’s Master of Public Administration to provide evidence of congruence with program mission, assessment of performance, and availability of resources needed to fulfill its mission.
- The students in the College of Education and Human Services must meet the 1998 State of Ohio Teacher Licensure Regulations, as well as NCATE standards.
- Student scores on the Praxis I and II exams are made public annually and ubiquitously as required by the Federal Report Card.
- The Wright State University–Miami Valley College of Nursing and Health has recently been granted accreditation, 2005–2015, from the Commission on Collegiate Nursing Education.
- The School of Professional Psychology has recently received accreditation from the American Psychological Association.
- The Raj Soin College of Business, the College of Engineering and Computer Science, and the Boonshoft School of Medicine are similarly accredited.

Separately and collectively, formal accreditation and assessment attest to institutional integrity.

**Athletics**

Wright State athletics received re-accreditation by NCAA in 2004 without findings. Wright State continues to be among the leaders in equitable gender participation, and its athletes rank highly in all sports among peer institutions for student-athlete grade point average and graduation rates. Athletic administrators and coaches achieved this record by being equally steadfast in reinforcing the university’s mission and integrity through academic and ethics policies and the application of penalties for noncompliance.
Ethics

Finally, protecting and upholding the university’s integrity is facilitated through formal ethics policies. In addition to the university-wide ethics statement, for example, the university is subject to the Ohio Ethics Policy and the Ohio Ethics Commission. Ethics policies/statements are also adopted and/or created by various university units, including the Boonshoft School of Medicine (Hippocrates Oath), the College of Nursing and Health, the School of Professional Psychology, Raj Soin College of Business, and the University Libraries. Ethics policies, then, promote the understanding that it is the job of every person at the university to uphold the integrity of the institution.

University-Wide Policies and Procedures

The Board of Trustees exercises fiduciary duties over all expenditures of the university. The Board of Trustees meet this responsibility through an annual external audit of the university, as well as through the annual report provided to the Board by the Vice President of Business and Fiscal Affairs regarding implementation of the University’s Financial Policy. Further, in 1996 the Board of Trustees established the Internal Controls and Audit Service to provide fiduciary training to the Wright State community, ensure compliance with university fiscal policies and procedures, provide reports to the administration and Board of Trustees on the results of audits, and to make recommendations to improve fiduciary responsibility (April 10, 1996). The university has also recently developed and published guidelines for fiscal officers that clarify the role of the dean/supervisor as the fiscal agent of the university, and it has also recently restructured its Pro Card (University credit card) policy to further clarify card usage and provide greater institutional oversight.

The trustees also have adopted a new investment policy for guiding the university through difficult financial times, most recently characterized by a decrease in the state share of instruction (state subsidy) and capital funds. This fiscal policy (June 2004) establishes criteria regarding university reserves, debt, and capital planning (see Chapter Two for the university’s current status relative to this policy).

Institutional oversight of research and technology transfer is guided by a number of policies that have been approved by the University Board of Trustees. “Ethical Standards in the Conduct of Research,” which covers areas such as the integrity of data and publication of research results, was approved by the Board on April 9, 1998. A policy on financial Conflict of Interest for those conducting federally-sponsored research was adopted on June 8, 1995. Protection of the university’s interest in intellectual property discovered in university laboratories is governed by the Policy and Procedures for Intellectual Property, a revision of which was reviewed and approved by the Board on June 8, 2001. Most recently, Rules Governing Participation in Companies Commercializing University Discoveries, Inventions, and Patents by University Entrepreneurs was approved by the Board on June 10, 2005. Other policies on research integrity flow directly from the federal and/or state government and are implemented by university faculty committees, generally under the guidance of the Vice President for Research with assistance from appropriately credentialed staff. These policies include protection for human subjects and laboratory animals and campus safety in regard to biological agents, toxic chemicals, and radiation
sources and radiation-producing devices. All of these compliance programs involve periodic oversight by external examiners.

**Upholding Student Integrity**

The *Student Handbook* contains the Wright State Code of Student Conduct and a description of the student judicial system. The code of conduct applies to all undergraduate and graduate students during academic terms they are enrolled, including temporary time off during term breaks, holidays and periods of suspensions. The code concerns academic, civic, and social affairs, and establishes the same high standards for students as for faculty and staff. The code of conduct policy contains fifteen sections, from purpose and jurisdiction to rights, process and discipline. Other matters covered in the Student Handbook include processes for filing an administrative and academic grievance. This process covers grievances not addressed by other policies and procedures, e.g., college bylaws.

Students accused of violating academic integrity (Section V of the Student Code of Conduct) are protected under the Academic Integrity Policy and Process approved by the faculty in May 2000. The *Student Handbook* and the Office of Judicial Affairs provide details about the respective responsibilities of faculty and students. If a student and faculty do not come to agreement regarding the facts of the violation, or if the student has committed more than one violation, the case comes before an Academic Integrity Hearing Panel (AIHP). The panel consists of five members - three faculty and two students. After hearing the case, AIHP renders a decision. Sanctions, if appropriate, may be issued under the Student Code of Conduct policy. Students may further appeal the decision to the University Appeals Board. To facilitate student awareness of the appeals process, the university has recently revised its Student Affairs Web site and asked each college/school to link its own policy to the university policy detailed in the Student Handbook at the Student Affairs site33.

Students may appeal course grades under academic mediation policies that are contained in all college bylaws. These apply to undergraduate and graduate students alike. The applicable policy is the one for the college teaching the course in question, not necessarily the college of the student’s major. Since all colleges have recently written new bylaws as required by the CBA, academic mediation policies are more consistently available to the students. However, since academic mediations are not requested very frequently, individual faculty members may still not be aware of the appropriate advice for students with a grievance. The university is thus currently undertaking measures to make these policies more apparent to both faculty and students.

**Integrity in Curriculum and Instruction**

Since 1996, the curriculum has undergone considerable change, and continues to undergo change to improve academic quality and to comply with the Ohio Board of Regents’ articulation and transfer regulations. Multilevel processes for upholding and protecting the integrity of the university’s curriculum and instruction exist within departments, colleges/schools, and the university in general, with appropriate review at each level. As stated earlier, undergraduate curricular changes go to the Undergraduate Curriculum and Academic Policy Committee (UCAPC) and then to the Faculty Senate. Graduate program curricular changes go to the Graduate Council Policies Committee. Review

33 [http://www.wright.edu/students/stu_affairs/](http://www.wright.edu/students/stu_affairs/)
and approval of distance learning degree and certificate programs follow a similar route, consistent with guidelines of the Higher Learning Commission (HLC) of NCA for such programs.

New degree programs go through additional review and documentation, consistent with the Ohio Board of Regents’ (OBR) Guidelines and Procedures for Review and Approval of New Degree Programs. These guidelines have been formally integrated into the university’s own curriculum review process. Graduate programs receive even more scrutiny from the OBR and follow a two-stage process that includes feedback from other graduate universities in the State. In all cases, as a component of internal and external review, the need and demand for proposed new degrees, availability of adequate resources, and capacity of department/colleges are reviewed.

Graduate programs are subject to the policies of the Graduate Council as expressed in the Graduate Council Policies and Procedures Manual. Furthermore, policies governing graduate students are given in the School of Graduate Studies Policies and Procedures Manual. In general, the School of Graduate Studies (SOGS) sets minimum standards, and individual programs are allowed to set more rigorous standards. The School of Graduate Studies is responsible to assure that SOGS minimum standards are met and that programs adopting more rigorous standards enforce them uniformly. The School of Graduate Studies has a broadly understood petition process for exceptions to academic policies (academic petitions). Since the School of Graduate Studies does not separately offer coursework, the SOGS does not have a separate academic mediation policy but defers to the policy of the college offering the course.

Integrity in the research enterprise is covered earlier in this chapter as well as under Criterion Four, and so will not be discussed separately here.

**Integrity in Business and Fiscal Affairs**

**Office of Environmental Health and Safety**

The Office of Environmental Health and Safety is responsible for upholding the integrity of the university environment, health, and safety in compliance with state and federal laws. Responsibilities include campus facilities such as research laboratories, HVAC systems, and food service. For research laboratories, the Office supports the research compliance committees targeted to biological, chemical, and radiation safety.

**Internal Controls and Audit Services (internal auditing)**

Internal Controls and Audit Services reports to the Vice President for Business and Fiscal Affairs on fiduciary issues as well as directly to the Board of Trustees and other administrators, and has the following responsibilities established by the Board of Trustees: to

- direct comprehensive internal auditing within the University,
- examine and analyze the adequacy and effectiveness of the University’s system of internal controls, and

---

35 [http://www.wright.edu/sogs/policies/index.html](http://www.wright.edu/sogs/policies/index.html)
provide reasonable assurance regarding achievement of objectives in the following areas:

- The reliability and integrity of financial information and the means used to identify, measure, classify, and report such information
- Compliance with applicable policies, procedures, laws and regulations
- The adequate safeguarding of assets
- Effectiveness and efficiency of operations

A written report is prepared and issued by the director following the conclusion of each audit. Distribution of that report is limited as appropriate. Executive summaries are forwarded semi-annually to members of the Finance and Audit Committee of the Board of Trustees. Since its founding in 1996, Internal Controls has created a “business integrity hotline” and a student audit program. The hotline is a 24-hour, confidential telephone line for asking questions and reporting incidents. The student audit program provides an opportunity for senior accounting students to participate in completing and reporting an internal audit. Business and Fiscal Affairs also regularly reviews university procurement policies for efficiency, fairness and auditing controls.

**The Office of the University Controller**

The Office of the University Controller assures compliance with payroll taxes and provides analysis of income, including returns on investments from University Advancement, and university expenditures. The vice-president and the Department of Budget Planning and Resource Analysis annually prepare a document detailing past, current, and future revenues and expenditures. Business and Fiscal Affairs also uses other indicators to assess university financial performance, e.g., Moody’s Financial Strength Assessment and the 2004 Financial Policy adopted by the Board of Trustees. These efforts go above and beyond Governmental Accounting Standards Board (GASB) and traditional audits to ensure compliance integrity (see Chapter Two for more details).

**Human Resources**

As a state institution, Wright State must comply with Ohio Civil Service requirements governing classified employees, including job classifications, and many policies and procedures.

Wright State’s Department of Human Resources functions as part of the State of Ohio Department of Administration Services (DAS), and is reviewed annually by the DAS to ensure that the university’s employment practices meet state standards. Classified employees have significant rights under the Ohio Revised Code. They can appeal the results of a position audit, the university’s refusal to perform a position audit, removal from their position, a suspension (of more than four days), any fines, disciplinary reductions in pay or position, a layoff, a job abolishment, a displacement, a transfer and a disability separation. In addition to adhering to state guidelines, Wright State has also established other policies and procedures consistent with civil service laws36.

**The Office of Affirmative Action**

The Office of Affirmative Action acts independently of Human Resources and provides an opinion regarding the fairness of the process used to fill vacant positions (faculty and unclassified and classified staff). Affirmative Action also provides data to hiring units regarding the availability of diverse employees.

36 [http://www.wright.edu/hr/](http://www.wright.edu/hr/)
**Integrity in University Advancement**

There are four departments within University Advancement: Communications and Marketing; Development, which includes the separately incorporated Wright State University Foundation; Alumni Relations, which includes the separately incorporated WSU Alumni Association; and Public Affairs.

**Communications and Marketing** projects the university’s image in the community through a broad range of communications. Over the last few years, Wright State has worked closely with other state universities, with the university’s constituencies, and with local development officials to speak with one voice and provide a clear and accurate picture of what Wright State contributes to the region and the economy. Leadership in the realm of legislative relations is provided by the **Office of Public Affairs** within University Advancement, in collaboration with the **WSU Alumni Association** and other campus units.

**University Advancement** raises private support through the Wright State University Foundation, Inc., a tax exempt 501(c) 3, legally independent entity registered with the State of Ohio as a charitable organization. The Foundation promotes greater understanding of the university’s mission in the community and beyond, and provides for the prudent management and distribution of foundation assets in support of Wright State University and in accordance with donor directives. An independent audit by an external firm is conducted annually. The foundation regularly earns an unqualified opinion regarding the state of its fund management. Twenty-eight trustees set policy and procedures for the operations of the foundation.

**Opportunities to Improve**

Wright State University strongly upholds and protects the integrity of the institution. Appropriate and effective leadership, policies and procedures exist across colleges, schools, and divisions and throughout the organization. Since the last NCA review, Wright State has strengthened its leadership and expanded policies and procedures that serve well the integrity of the institution’s mission, and that guide how the institution relates to the internal community, external constituencies, and the public. The university has also strengthened its student appeals processes. Current technological investments, such as the SCT Banner system, will only enhance Wright State’s capacity to guarantee full compliance with laws, regulations and ethical practices.

Though the university clearly meets the criteria for accreditation for Criterion One: Mission and Integrity, it recognizes the need for ongoing improvement and has thus already begun to address the following:

- to give greater visibility in particular to the university’s mission statement including through incorporation into speeches by the President and Provost, and strategic presentations on the university’s Web site and publications; in biweekly luncheon meetings with faculty and staff, the president also stresses the university’s mission, its strategic plan, etc., and responds to questions about each.

- to continue attempts to develop a university domestic partners policy consistent with the university’s diversity statement and with state regulations;

- to continue the university’s significant progress in diversifying the faculty and staff, paying particular attention to the under representation of women and people of color in identified colleges.

---

37 See IIP, Goal #1 in Conclusion of Self-Study
38 See IIP, Goal #2
39 See IIP, Goal #3
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Introduction

Wright State University’s comprehensive planning documents, its prudent allocation of financial and capital resources, its ongoing assessment of the achievement of academic and strategic goals, and its attentiveness to ever-changing societal trends demonstrate the university’s ability to carry out its mission, continually improve the quality of its education, respond appropriately to compelling challenges, and embrace promising opportunities in the future.
Core Component 2-a

*The organization realistically prepares for a future shaped by multiple societal trends.*

As is apparent from the previous two chapters, Wright State University has prepared thoroughly and well for its future. It has done so through the implementation of a series of carefully developed comprehensive plans, as well as through timely and strategic responses to annual environmental challenges and opportunities. Over the past decade, for example, the university has responded as follows to environmental challenges and opportunities:

- In response to a continuing decline in state funding for instruction and capital, the university developed a financial policy that would ensure the continued viability of the university by shifting more of the cost of instruction to student tuition and fees; require the university to build up its “per student” reserves by realizing a 2–5% operating margin/surplus in the budget each year; achieve significant cost savings annually through operational efficiencies, internal reallocations, and other measures; depend heavily on external fundraising and floating of university bonds to help to cover the costs of projects that would no longer be fully funded by the state; and require the university to conduct a successful capital campaign (now stands at $101.3 million) that would bring unprecedented external dollars into the university. The dollars raised through the campaign and realized through implementation of the financial policy in general would make possible significant increases in income from investments, and would overall shore up the university’s coffers for future enhancements to academic programs, faculty, scholarships, and facilities;

- To address the local and nation-wide nursing shortage, the College of Nursing and Health, in conjunction with nine nursing programs and 27 hospitals in 16 counties, created in 2004-05 the Nursing Institute of Western Ohio. In collaboration with two Historically Black Colleges and Universities (HBCU’s ) in the area—Central State University and Wilberforce University—CONH also created an accelerated baccalaureate completion program called BEACON to enhance the diversity of the nursing profession. The college also put its undergraduate nursing completion program and its master’s Family Nurse Practitioner’s Program on line to provide greater access to degrees to practicing nurses;

- When more than 50% of the entering freshman class wanted to live in campus housing, the university developed a plan with AM Management, the external owner of most of the housing on campus, to add a significant number of new beds each year. In 2005-06, the University also added Greek housing in response to growing student interest;

- When, in response to an aggressive and highly competitive scholarship campaign, the number of valedictorians and salutatorians from area high schools choosing to attend Wright State increased dramatically, the university constructed an Honors Residential Community that opened in Fall 2002 under the auspices of the University Honors Program;
When the state, to avoid program duplication and encourage the sharing of resources among institutions, balked at the creation of a stand-alone Ph.D. Program in Engineering at Wright State, the university partnered with the University of Dayton, Wright Patterson Air Force Base, The Ohio State University, and the University of Cincinnati to create the Dayton Area Graduate Studies Institute (DAGSI), an innovative curricular umbrella that permits students to combine classes from all of these institutions to meet the requirements for the Ph.D. in Engineering;

To make more of its curriculum available to busy and often placebound students, the university offered more of its curriculum online, including five degree programs, one at the undergraduate and four at the graduate level. More online degree programs are currently being developed;

To address the growing need for baccalaureate level programs in areas in demand by the public, the university developed a 2+2 degree program in Sign Language Interpreter, and degree programs in criminal justice, international business, organizational leadership, and liberal studies. Since their inception, organizational leadership and criminal justice have been two of the fastest growing majors in the university;

To address the statewide need for more teachers, particularly in special education, modern languages, and math and science, Wright State University’s College of Education and Human Services became one of two colleges in Ohio chartered to provide alternate licensure for professionals from other fields interested in becoming teachers in the above disciplines;

To address the state and country’s need for more graduates in STEM (science, technology, engineering, mathematics) disciplines, the College of Science and Mathematics (COSM) and the College of Engineering and Computer Science (CECS) are partnering on a number of initiatives. CECS also continues to offer its WRIGHT STEPP program to prepare high school and college students from underrepresented populations in these areas;

To address the national need for more teachers and other professionals to work with the growing disabled population, COSM and CECS have recently launched a Graduate Education Research Traineeship (GERT) Program that trains graduate students to work with the disabled, including developing new devices to serve them.

Numerous other examples exist across the university.

The university’s current journey is guided, however, primarily by the 2003–2008 University Strategic Plan, which is annually updated in response to important societal and institutional changes, including priorities established by the state of Ohio to improve student access, transfer and articulation, and to strengthen the state’s economy as expressed, respectively, in House Bill 95, in the report of Governor Taft’s Commission on Higher Education and the Economy (CHEE), and by the Governor’s Third Frontier Initiative.

As is shown in Chart 2-1, successful implementation of the University’s 2003–2008 Strategic Plan is interconnected with the development and implementation of university operational plans in a number of areas: assessment, diversity, staffing, academic programs, enrollment management, capital, technology, finances, marketing and development. All of these plans reflect the University’s response to internal and external challenges and opportunities.
Each of these plans demonstrates that the University is paying proper attention to those factors that will both shape and challenge its future:

**Strategic Plan**

As indicated previously, the university’s strategic plan sets goals and offers strategies for

- the continued recruitment and retention of a diverse student body, and a diverse, distinguished, and learning-centered faculty and staff;
- the establishment of endowed chairs and professorships and the enhancement of professional development opportunities for faculty and staff;
- the enhancement of student academic success through the improvement of current facilities, programs, co-curricular activities, and technology;
- the creation of selected new degree and certificate programs;
- the enhancement of community and civic engagement and service learning opportunities, internships, co-op experiences, and study abroad experiences for students;
- an increase in the number of international students;
- the continued diversification of the university’s curriculum, while also making it more accessible and flexible, including through more online offerings;
- the strengthening of linkages with two and four-year institutions, high schools, alumni, business, and the military;
- the enhancement of facilities and infrastructure support for research, including unprecedented growth in external grant submissions and awards;
- the commercialization of faculty research;
- the creation of recognized centers of excellence, many of these in collaboration with external partners;
- greater attention to faculty rewards and recognition;
enhanced partnerships with the community to address emerging areas of needs; and
overall enhancement of the university’s presence within the Miami Valley in ways that are
important to the community and the university.

Together, the above goals and strategies ensure the continued vitality of the University—strong,
diverse, and properly prepared students; excellent faculty and staff; superb teaching and learning
environment; new academic programs to meet changing educational needs; enhanced research,
external partnerships and civic engagement; and enhanced support, recognition, and rewards for all.

Operational Plans

The university’s operational plans interpret and give day-to-day meaning to the strategic plan.
Each draws from and informs the other, with all, together, describing how the university will both
approach and realize its future.

Enrollment Plan

Consistent with the university’s financial policy (see below), the University’s Enrollment Plan calls
for strategic annual enrollment growth of 1-2% through the year 2011. With that growth apportioned
appropriately across the current categories of university enrollment—new undergraduate students,
new graduate/professional students, new transfer students, continuing students, and returning
students, the university’s 1-2% enrollment goal translates into a net additional enrollment of
1,883 students, for a total university enrollment of approximately 19,000 students by 2011. The
development of a comprehensive University Enrollment Plan is currently being directed by the
University Executive Enrollment Management Council (EEMC) which has been charged to:

- Determine the desired enrollment state for the institution in 2011;
- Establish overall and unit-specific annual enrollment goals;
- Approve and monitor implementation of the annual master enrollment management plan
  (recruitment and retention);
- Review all recommendations related to enrollment management and work within the
  institution’s decision-making process to gain approval for recommendations deemed important
to achieving goals.

To assist with the development of the plan, each college and school has been asked to determine how
and where its enrollment can grow through the year 2011, either in existing programs with capacity
for additional enrollment, or in new or revised programs. Working with Noel Levitz and the associate
deans of each of the undergraduate colleges, the university has identified tentative retention,
graduation, and student satisfaction goals as follows:

- First Year Student Retention—increase from 73% to 77% by Fall 2011.
- Retention of targeted groups—increase retention of the following:
  - Males
  - Undecided Students
  - Business Majors
  - RN/BSN Students
African-American Students
Transfer Students
Honors Students
Women in STEM (Science, Technology, Engineering, Mathematics) Disciplines
Underprepared Students
Students with Disabilities
"Completers"

- Decrease student satisfaction gap (gap between expectations and satisfaction) on Noel Levitz Student Satisfaction Inventory to below 1.0 by 2011 in the following key areas:
  - Academic Advising
  - Instructional Effectiveness (student perception of fairness)
  - Registration Effectiveness (availability of spaces in required courses)

- Increase 6-year graduation rates from 42% to 49% by 2011.
- Increase student success in the five highest D/F/W/I courses by 10% by 2011.
- Achieve 75% success rate in developmental mathematics by 2009 or 2011.

These tentative goals will be further discussed and reviewed with the campus community before being finalized in the University’s Enrollment Management Plan. The completed University Enrollment Plan will be available for review by the May HLC/NCA Team Visit.1

Items “B,” “C,” and “H” of the University’s Academic Plan (see below) identify specific programs and/ or strategies where future enrollment growth will be both possible and desirable, given existing and/or planned program capacity and resources. With written recruitment and retention plans that reflect the University’s Academic Plan, an aggressive marketing plan, an appropriate university enrollment management structure, the enthusiastic engagement of the entire campus community, and the allocation of appropriate resources, achievement of the university’s enrollment goals will indeed be possible.

### Academic Program Plan

The university’s academic priorities include attention to both academic programs and to research/scholarship since these two are inextricably linked. The university’s future academic priorities, as described by the colleges and schools, and related units, are as follow:

#### Undergraduate Programs

A. General Education (GE)

- Strengthening of the new GE Program, including aggressive implementation of the recently developed GE assessment plan;

- Enhancement of the GE Learning outcomes to include community and civic engagement, as recommended by the recently developed learning outcomes of the Ohio Transfer Module;

- Overall strengthening of the university’s transfer module, consistent with the recently developed learning outcomes of the Faculty Subcommittee of the OBR Articulation and Transfer Council;

---

1 Available in the Resource Room.
Development of more online GE courses until, consistent with the University’s Distance Learning Plan, all of the GE Program is available online;

Acceleration of student movement through GE via the December Intersession and other accelerated and/or asynchronous schedules recommended by the University Classroom of the Future Committee (UCOF);

In consultation with UCIE, the undergraduate colleges, UGEC (University General Education Committee), Undergraduate Curriculum and Academic Policy Committee (UCAPC), and the Faculty Senate exploration of the feasibility of offering a study abroad alternative to appropriate courses in the GE Program;

Working closely with UGEC, GE faculty, and Faculty Governance to provide appropriate ongoing administration of the GE Program by providing released time for a senior tenured or emeritus GE faculty member to serve as GE Coordinator or launching a national search for a coordinator;

Ensuring that full-time and tenured faculty teach the vast majority of credit hours within the GE program, consistent with the 2004 UGEC recommendations to the Faculty Senate.

B. Undergraduate Degree, Certificate, and Minor Programs

The university will continue to selectively develop new degree, certificate, and minor programs that meet the educational needs of Wright State constituencies:

- The College of Liberal Arts (COLA), for example, has recently developed new minors in “TESOL” and “Comparative Literature, and new certificate programs in “TESOL Licensure” and “Technical and Professional Writing,” and is currently developing a Master’s of Social Work Program, in collaboration with The Ohio State University.

- The College of Nursing and Health (CONH) will continue to expand offerings for the RN-BSN completion program; and continue to explore with Sinclair Community College pre-licensure articulation options as well as better RN-BSN articulation;

- The College of Science and Mathematics (COSM) intends to develop a new BS in Statistics Degree Program;

- The Raj Soin College of Business (RSCOB) has recently created a new certificate program at the undergraduate and graduate level in Innovation and Entrepreneurship in High Technology in collaboration with the CECS. Thanks to a generous gift from a university trustee, the Department of Accountancy is also developing a new leadership program for high-achieving students with special emphasis on underrepresented minorities.

- The College of Education and Human Services (CEHS) has recently developed a BS Degree in Sign Language Interpreter, already approved by the Ohio Board of Regents for implementation in 2006.

- The College of Engineering and Computer Science (CECS) has recently developed a new certificate program in collaboration with RSCOB in Innovation and Entrepreneurship in High Technology.

2 a national search is currently underway
The Lake Campus (LC) has recently developed new degree programs in Liberal Studies and Information Technology.

C. Transfer and Articulation

- In response to H. B. 95 and the university’s strategic plan, the undergraduate colleges will develop selected 2+2 and dual admissions programs with two-year colleges, especially Sinclair Community College (see CONH and CEHS above, for example);
- To further facilitate the transfer and baccalaureate degree-completion of transfer students, again consistent with the requirements of House Bill 95 and related guidelines from the Ohio Board of Regents, all undergraduate colleges will implement Transfer Assurance Guides (TAGS) developed by OBR faculty committees, and will otherwise continue to develop course equivalencies, articulation agreements, and similar initiatives with two- and four-year colleges and universities. The DARS (and the Banner equivalent) and CAS university and state-wide degree audit systems will continue to provide the electronic infrastructure to make the above possible, including prerequisite checks. TAGS, course equivalencies, articulation agreements, etc., will help to fuel the enrollment growth of transfer students.

D. University Honors Program:

To meet the needs of a growing number of academically talented students and to recruit even greater numbers, the university will continue to enhance its Honors Program, including ensuring

- a rich, challenging, and cutting-edge curricular and co-curricular experience, funded, in part, by external grants and donors;
- an adequate number of honors courses taught by senior faculty from across the university;
- stimulating and abundant undergraduate research and service learning opportunities;
- a faculty-in-residence who continues to be available to honors students living in the Honors Residential Community;
- strengthening of the Honors Institute, which exposes students to renown researchers (Oliver Sacks on the human brain, e.g.);
- enhanced preparation of students to compete for national scholarships like the Goldwater, Truman, Phi Kappa Phi, etc.;
- enhanced study abroad opportunities.

E. The First Year Experience

Consistent with Goal #1 of the strategic plan, recommendations of the National Policy Center for the First Year of College, and the growing attention of the Higher Learning Commission of NCA, the university will, through its University College and undergraduate degree-granting colleges, continue to enhance the first year experience, including providing greater student access, and promoting greater student success, and retention, both at the Lake and Dayton campuses. Planned initiatives include the following:
Expansion of the first year experience throughout the first year (most initiatives are currently focused in Fall quarter), with structured opportunities for service learning for all, and selected opportunities for participation in undergraduate research;

Enhancement of faculty involvement in both the design and delivery of the first year experience;

Expansion of the first year experience at the Lake Campus and at Sinclair Community College, particularly for students who plan to transfer to the Dayton campus to complete their baccalaureate degree;

Continuous improvements of the new student orientation program (SOAR) including online access to SOAR;

Ongoing refinement of placement testing, and faster and ubiquitous access for students to these tests so that they can take them anytime, anyplace;

Universal access to learning communities, and continued enhancement of the quality of learning communities;

More intrusive academic advising and monitoring of student success and progress toward entering an appropriate major;

Creation of a "virtual" University College;

The creation of a Student Academic Success Center that brings together under one umbrella the University Writing Center, Math Learning Center, Tutoring Services, the Athletes Resource Center, and Developmental Education for one-stop student academic support services;

The implementation of first year curriculum guides to help to move students more quickly into appropriate majors, and to inform them as they enter the university how long they are expected to remain in the University College;

The acceleration of student completion of all developmental education coursework;

Greater attention to student performance (class gpa) in “at-risk” GE and other first-year courses;

Active participation, as one of 13 four-year institutions nationwide, in the Foundations of Excellence Project of the National Policy Center for the First Year of College (a collaborative venture between the National Policy Center and the Higher Learning Commission of NCA), and timely implementation of the first year experience institutional improvement plan that results from this self-study effort;

Ongoing and timely attention to the provision of institutional need-based student aid, in growing recognition of its key importance to student access, retention, academic success, degree completion, institutional graduation rates, and, of course, to student loan reduction;

Ongoing and timely attention to the findings of the Noel-Levitz Student Satisfaction Survey(s) and the National Student Engagement Survey (NSES).
F. High School to College Academic Partnerships

Consistent with the tenets of Governor Taft’s 2004 CHEE Report, the Fall 2005 recommendations of the OBR Secondary to College Articulation Committee for Mathematics and Writing, and the state and national agenda in these areas in general, the university will also collaborate with the OBR, feeder high schools, superintendents, two-year college partners, parents, and appropriate others to:

- ensure the college readiness of all entering direct-from-high school students. The university has already published a guidebook, “So You Want to Go to College,” for high school and middle school students and their parents, and will adopt the recently developed high school to college articulation standards developed by the Ohio Board of Regents’ Secondary to College Articulation Committee3;
- provide opportunities for high school students to expand their high school curriculum and/or accelerate their college participation and completion through the State of Ohio’s Postsecondary Enrollment Option (PSEO) Program, while working closely with superintendents and affected others to minimize the negative financial impact the program as currently implemented is having on school districts; and
- continue high school to college partnerships via service learning and other experiential learning opportunities, and develop new initiatives similar to the High School Advisory Board created in 2004 by the College of Engineering and Computer Science.

G. Internationalizing the Curriculum

As part of the global community, the university will continue to enhance the internationalization of the curriculum through course development grants offered through the University Center for International Education; through enhanced study abroad opportunities, and through external grant support for such efforts. The university will also continue to strengthen its co-curriculum that provides opportunities for international and native students to live and learn together on campus.

H. Graduate Programs

At the graduate level, the university is exploring the creation of new degree and certificate programs as follows:

Selected New Master’s Degree Programs:
- Master’s of Art in International and Comparative Politics
- Master’s of Science in Social Work (in collaboration with The Ohio State University)
- MPA program track in Communication
- Master’s of Art in Communication
- Program track in Modern Languages in the Master’s of Humanities Program
- Master’s of Science with Nursing Major, Clinical Nurse Leader Concentration
- Master’s of Science with Nursing Major, Acute Care Pediatric Nurse Practitioner Concentration
- Master’s in Information Systems

3 see http://www.regents.state.oh.us/expectations/index.html
MBA in India; Executive MBA; School Treasurer’s Track to be added to Master of Accountancy

Master’s in Technology Management and Entrepreneurship

Selected New Doctoral Programs:

- Doctorate of Nursing Practice (DNP)
- Ph. D. in Technology Management and Entrepreneurship
- Ph. D. in Environmental Engineering

The university will also develop additional international partnerships that make graduate programs accessible to students abroad.

I. Instructional Delivery Modes

One of the most significant components of the University’s Academic Plan at both the undergraduate and graduate levels will not be a change in curriculum, but a marked change in the delivery of that curriculum. Consistent with the strategic plan’s mandate to “expand, diversify, and make the curriculum more accessible,” echoed as well in the recommendations of the University Classroom of the Future Committee (UCOF), the university will offer more of its curriculum—

- during the December Intersession, a 4–6 week period between Fall and Winter quarters;
- during accelerated and asynchronous schedules throughout the academic year;
- during late afternoons and on weekends (the "Late Afternoon MBA," for example, aimed at professionals working at WPAFB and others with flexible working hours);
- on line—up to 10–15% of the curriculum—including full degree programs, at the associate (certificate in Medical Office Application at the Lake Campus, e.g.) undergraduate (organizational leadership, e.g.) and graduate levels (master’s in Electronic Engineering, Teacher Leadership, Educational Technology, Counseling, etc);
- off-campus, in available and appropriate educational facilities in the community.

The university is also aware of the national conversation emanating from the federal government about the efficacy and continued wisdom of the Carnegie unit, “seat time,” and the accumulation of credit hours for the degree, certificate programs, etc., as the best measures and indicators of student learning, as opposed to demonstration of accumulated learning through the achievement of student learning outcomes. While the university recognizes that this national conversation is being driven in part by a concern about the vast, though still inadequate, sums the federal government spends on student financial aid, the loan debt students accumulate while in college, etc., the university shares many of these concerns, though its average student debt of $11,542 is well below the national average for four-year public ($15,982) and private ($18,206) institutions. The university is thus committed to providing more need-based student aid, to the ongoing assessment of student learning outcomes, and to the identification and removal of barriers to timely degree completion, including the provision of adequate numbers of spaces in required courses. The university also anticipates additional recommendations from the state of Ohio’s recently appointed Committee on Higher Education Learning Accountability and Productivity and, at the federal level, from the Secretary of Education’s

---

4 See the University’s draft 2007–2011 Distance Learning Plan in the Request for Institutional Change Section in Volume I of the Self-Study.
ChapTer TwoCrITerIon Two: preparIng for The fuTure

recently created Committee on Higher Education, since both of these committees are concerned with student access, success, graduation, core competencies of the baccalaureate experience, and the cost of college in general.

At the same time, of course, in support of all of the above, and consistent with UCOF recommendations, the University Technology Plan, and, the strategic plan, the university will also ensure the availability of an adequate number of classrooms, labs, etc., including electronic classrooms and other academic infrastructure provided by the Center for Teaching and Learning (CTL), Computing and Telecommunications (CaTS), and the University Libraries, to support the Academic Plan. The university will also continue to ensure an appropriate and strong support infrastructure for online students, including 24/7 “virtual advisors,” online placement testing, and math, writing, study skills, and tutoring assistance.

While the university’s commitment to providing adequate staffing resources, including a more appropriate ratio of tenured and tenure-line faculty to nontenure-line full time faculty and adjuncts, is discussed below under “Staffing and Diversity,” it is important to note here that an adequate number of tenure-line faculty is essential to the successful implementation of the above, as well as to the achievement of the university’s research/scholarship goals.

J. Assessment

Ongoing assessment, including through Academic Program Review, will continue, of individual degree programs, undergraduate and graduate; graduation rates; the first-year experience; GE and the transfer module; student satisfaction and engagement; etc. For more about assessment, see Chapter Three.

Staffing and Diversity Plan

A staffing study completed in September of 2004 has provided the university with a comprehensive view of human resource trends over time which will be updated annually. Ratios of students to faculty and to staff both university-wide and within units indicate the degree to which our resources have kept pace with enrollment growth, the relative apportionment of resources across the university, and the balance between staff and faculty. This staffing study, combined with the university’s Academic Data Series, additional institutional assessment data, and participation in the Delaware Study of instructional costs and productivity provide data to support informed staffing decisions that are consistent with the university’s mission and strategic plan.

An important consequence of recent staffing analysis has been a concerted effort to recruit additional tenure-line faculty, as evidenced by a July 20, 2005, letter from President Goldenberg to the provost and vice president for business and fiscal affairs. To facilitate that growth, and to coordinate the hiring process, the Provost’s Office has initiated a systematic process whereby new and replacement faculty positions are requested and approved. Since the initiation of these procedures in 2004, a significant number of new positions have been added, a more aggressive system of replacing faculty has been implemented, and the tenure-line faculty have grown (see Chapter III for details). As the diversity statistics in Chapter Two show, however, continued focused attention to diversification of
the faculty across the university is required, particularly to achieve parity in the number of women and minority faculty in certain colleges and schools.

While increasing the faculty ranks, the university has also applied systematic attention to the staff. In 2003 a compensation and classification system was developed for the classified (non-exempt) staff, and a similar system will be completed early in 2006 for the unclassified (exempt) staff. Advances in performance management, additional training opportunities, and new pay increase mechanisms are being introduced to help move good performers through the pay ranges and create more opportunities for professional growth, consistent with the University's Strategic Plan.

While focusing on the number and distribution of university employees, the university is also keeping a sharp eye on their diversity. The strategic plan guides us here, as well as the university’s strong commitment to diversity in faculty, staff, and students. As indicated in Chapter One, the university has made significant progress here and intends to continue to recruit a diverse and distinguished faculty in the future.

Working closely with the University Diversity Advisory Council (UDAC), the Department of Human Resources has taken on several initiatives to recruit an increasingly diverse workforce: targeted recruitment, such as at historically black colleges and universities; enhanced community presence at sites such as the Urban League and Montgomery County Job Center; attendance at more job fairs; an internship drawn from a diverse pool of Sinclair Community College students; and workforce analysis to understand trends and better identify potential employees. While it is too early to assess the effectiveness of these initiatives, early indicators are promising. In the Department of Human Resources, for instance, two of the last three hires have been African Americans.

Capital Plan

As stated in the introductory Chapter of this self-study, Wright State University is currently engaged in capital projects totaling approximately $100 million dollars. These projects are consistent with the university’s strategic and capital plan, the latter of which is updated each biennium and currently extends through the year 2012. As seen in the summary below, the plan gives attention to the renovation and/or expansion of existing facilities, including the Creative Arts Center in the College of Liberal Arts, the Student Union, Rike Hall, the Russ Engineering Center, Frederick White Ambulatory Care Center, Allyn Hall Wing, etc.; creation of new facilities, including the Research Building scheduled for completion in 2006, and the Athletic Pavilion created in 2005; attention to building and campus infrastructure (HVAC replacements, construction of new roads, etc.); classroom and lab renovations; and ongoing system needs. The single largest project in the university’s six-year capital plan is the science lab rehabilitation project which crosses three biennia, through 2010 and perhaps even 2012, and which costs approximately $33 million. This project includes the new research building referenced above that will serve the College of Science and Mathematics and the Boonshoft School of Medicine, as well as the renovation of a number of other Science and Mathematics buildings (Brehm Lab, Oelman Hall, Biomedical Sciences). The Plan also addresses capital needs of the Lake Campus, focused on rehabilitation of the entire campus, as well as new space, basic renovations, and funds for instructional equipment.
## Dayton Campus Comprehensive Six-Year Capital Program

### 2007-2008 Biennium

<table>
<thead>
<tr>
<th>Project</th>
<th>State Formula</th>
<th>Local Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Lab Rehabilitation, Phase II</td>
<td>9,886,492</td>
<td>0</td>
</tr>
<tr>
<td>Allyn Wing Rehabilitation</td>
<td>0</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Fred White Rehabilitation</td>
<td>0</td>
<td>3,500,000</td>
</tr>
<tr>
<td>Rike Hall Classrooms</td>
<td>0</td>
<td>500,000</td>
</tr>
<tr>
<td>Festival Playhouse Rehabilitation</td>
<td>0</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Electrical/HVAC Infrastructure</td>
<td>0</td>
<td>2,500,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>9,886,492</strong></td>
<td><strong>10,000,000</strong></td>
</tr>
<tr>
<td>Basic Renovations</td>
<td>2,886,492</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td>1,060,649</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,833,633</strong></td>
<td><strong>10,000,000</strong></td>
</tr>
</tbody>
</table>

### 2009-2010 Biennium

<table>
<thead>
<tr>
<th>Project</th>
<th>State Formula</th>
<th>Local Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Lab Rehabilitation, Phase III</td>
<td>9,886,492</td>
<td>0</td>
</tr>
<tr>
<td>CAC Lower Level Rehabilitation</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>School of Medicine (Med Sci) Rehabilitation</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Concert Hall Rehabilitation</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Master Plan, Phase VI A</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Electrical/HVAC Infrastructure</td>
<td>0</td>
<td>2,500,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>9,886,492</strong></td>
<td><strong>6,500,000</strong></td>
</tr>
<tr>
<td>Basic Renovations</td>
<td>2,886,492</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td>1,060,649</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,833,633</strong></td>
<td><strong>6,500,000</strong></td>
</tr>
</tbody>
</table>

### 2011-2012 Biennium

<table>
<thead>
<tr>
<th>Project</th>
<th>State Formula</th>
<th>Local Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom and Lab Renovations</td>
<td>9,886,492</td>
<td>0</td>
</tr>
<tr>
<td>CAC Expansion</td>
<td>0</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Master Plan, Phase VI B</td>
<td>0</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Electrical/HVAC Infrastructure</td>
<td>0</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Duke Ellis Basement Renovation</td>
<td>0</td>
<td>750,000</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>9,886,492</strong></td>
<td><strong>6,250,000</strong></td>
</tr>
<tr>
<td>Basic Renovations</td>
<td>2,886,492</td>
<td>0</td>
</tr>
<tr>
<td>Instructional Equipment</td>
<td>1,060,649</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13,833,633</strong></td>
<td><strong>6,250,000</strong></td>
</tr>
</tbody>
</table>
As is apparent from the above summary, to implement these capital projects, the university must continue to supplement capital funding received from the state with significant external funds raised locally. In many instances, the university must provide most or all of the funds for the project(s).

Classrooms of the Future

In response to growing campus-wide concern about the adequacy of existing university classroom space, particularly in light of steady and planned enrollment growth, the implementation of a new 4-credit hour GE Program and scheduling model that reduced available timeblocks from 14 to 10, the university’s stated commitment to smaller class sizes in GE, particularly in Writing Intensive (WI) courses, and the reduction of classroom space in Millett Hall - once the university’s largest classroom building - the Provost appointed in January 2004 the University Classrooms of the Future Committee (UCOF). UCOF was created with the following charge:

To develop a university classroom plan for the future that is

- consistent with the University Strategic Plan
- responsive to current and anticipated teaching, learning, and technology needs
- responsive to anticipated strategic enrollment growth, and
- consistent with space utilization expectations of the Ohio Board of Regents, and the evolving capital plan of the university.

In developing the University Classroom Plan, UCOF was also asked to

- determine if, over the next five years, the university could be more creative in its use of existing classroom space, including labs and off-campus classrooms, and the conversion of small classrooms into larger ones, etc.; and
- determine if, given the results of the above, new classrooms are still needed; and if so, how many, of what sizes, configurations, etc.
After several months of analysis of the classroom needs of each college and school as well as of the university as a whole, analysis of current classroom utilization, consideration of the recommendations of the Buildings & Grounds Committee of the Faculty Senate, tours of campus space, consultation with a facilities planning consultant, and input from CaTS, CTL, the University Libraries, and the Office of Budget and Planning Analysis (BPRA), UCOF issued a report with recommendations based upon its findings. Thirteen priority recommendations and 15 “guidelines” emerged from subsequent discussions with the Provost, the Council of Deans, and Cabinet, and were subsequently implemented (see 2004 UCOF Report in Resource Room) over the next year.

In January of 2005, the Provost reconvened the University Classrooms of the Future Committee (UCOF), this time to

- monitor implementation of the 2004 UCOF recommendations;
- determine how dedicated space is currently being used across the university, and suggest how such space might be used differently in the future to meet classroom, office space, and related instructional needs;
- review non-classroom space (conference rooms, lounges, offices, labs, etc.) to determine how such space might be converted to meet classroom, office space, and related instructional needs;
- develop criteria for determining which units must be located on campus and which might be relocated off campus to make much-needed space available on campus.

Recommendations were to be submitted to the Provost by May 1, 2005.

The May 2005 UCOF report (see Resource Room for full report) provided an update on the status of the 13 priority recommendations and the 15 “guidelines” of the 2004 UCOF Report; prescribed a process by which the utilization of dedicated space could be systematically and more accurately collected, beginning with Fall 2005; recommended how additional general university classrooms and office space could be created, while retaining some key university classrooms in their current sizes; offered important guidance for the renovation of Rike Hall which contains 18 University classrooms; and suggested criteria for determining which units might be located off-campus or away from the campus core. The 20 priorities that emerged from the 2005 UCOF recommendations are currently being implemented (full set of recommendations will be available in the Resource Room), with oversight provided by UCOF.

**University Information Technology Plan, 2004–2009**

The University Information Technology Plan, 2004-2009, developed by the University Technology Committee (UTC), incorporates recommendations from the University Classroom of the Future (UCOF) Committee as well as from the colleges and schools, and thus offers a comprehensive set of recommendations that address the university’s future technology needs in four key areas:

- Pervasive University Technology Needs
- Classroom and Instructional Technology Needs
- Faculty Technology Needs
A. Pervasive University Technology Needs

To address the comprehensive technology needs of the university consistent with the recommendations of UCOF and the UTC, the university either completed, or is in the process of completing, the following:

- Established a permanent technology replacement and classroom repair fund of $250K. Since July 2004, when the fund was established, the university has upgraded the technology in more than 99 university classrooms. Because the fund is permanent, funds will continue to be available each year for such upgrades;

- Established a permanent electronic classrooms fund of $250K. Since July 2004, when this fund was also established, the university has created 30 additional electronic classrooms, bringing the total of such rooms at the university to approximately 100. Consistent with UCOF recommendations, the university will create electronic classrooms each year until all appropriate classrooms feature this standard technology;

- Expanded Wireless Capacity: The university has allocated $500K in one-time dollars to deploy wireless network access throughout all the campus buildings and residence halls. This project is 100% completed in residence halls and 35% on the rest of the campus.

- Expanded Funding for Networking and Infrastructure: The university has allocated $375K in base budget funds from the University Technology Fee Fund (TFF) to maintain a robust and reliable network that requires replacement of electronic components every 3-5 years;

- Supported the timely Implementation of the SCT Banner System: The university is currently in year two of a multiyear project to replace all of its core administrative systems with the integrated Banner project. This $15 million dollar project, funding for which was included in the University’s sale of bonds, has the support and involvement of the entire university community;

- Expanded Portal Usage: The university has expanded the use of the WINGS portal as a communication and collaboration tool as it moves towards becoming a digital campus. The university will continue to expand portal usage as needed;

- Begun to Evaluate for Possible Implementation of a Content Management System. The university expects to make a decision about implementation of this system within the next 3-5 years;

- Begun Consideration of the Establishment of a Permanent Replacement Fund for Staff Computers: The university will establish such a fund as resources permit. Meantime, the university and colleges and divisions will continue to allocate one-time funds as needed to replace staff computers;

- Continued to Provide Universal Access to Information Technology: The university is very attentive to the special technology needs of those with disabilities and has continued to ensure that access to technology for this population is the same as for all others;
Supported Improvements in Information Technology Support Units—CaTS, CTL, and University Libraries—including continued strong collaborative efforts between and among units. The university encourages these units to continue to look for ways to improve their coordination and level of support.

B. Classroom and Instructional Technology Needs
Consistent with the recommendations of the colleges, the findings of the Classroom of the Future Committee, and the University’s Distance Learning Plan, by 2009, Wright State University will have:

- Integrated appropriate technology into every instructional space—general classroom, computer based classroom, and instructional lab—on campus. What is currently defined as an electronic classroom will become the standard configuration of all such instructional spaces;
- Created the necessary infrastructure to allow any class to incorporate video-based instruction. Faculty will be able to access remote sites as necessary to either access offsite learners or to bring into onsite classes offsite content experts;
- Expanded the number of courses accessible through fully online formats - to 10-15% of all courses, including continuing to expand the number of degree programs provided through a combination of onsite and online instruction; and
- Created an infrastructure that allows any class to integrate online instruction into existing face-to-face courses;
- Implemented the recommendations of the Classrooms of the Future Committee, including creating flexible computer classrooms, increasing the number of flexible learning spaces, continued support for video-based instruction and conferencing, etc.
- Enhanced the technology training fund for faculty;
- Increased support for instructional design; and
- Increased classroom support staff.

C. Faculty Technology Needs
So that faculty will continue to have access to the most current hardware and software applications for teaching and research, the university will, over the next few years,

- Establish a four-year replacement cycle for faculty computers, (the faculty computer fund was increased permanently in January 2004 to $170,000);
- Support and encourage the migration of faculty from desktop to laptop computers, thereby making it easier for faculty to adapt the appropriate software applications for use in the classroom while reducing the cost of technical support for classrooms;
- Establish a fund for college-specific IT needs that supplements the valuable but woefully inadequate H.B. funds of 1.2–$1.6 million that are available to the colleges each biennium.
D. Student Technology Needs

To ensure that, now and in the future, all Wright State students, no matter where they are, will have widespread access to computing, the university has already

- Expanded the CaTS Helpdesk to a 24/7 schedule;
- Expanded the Student Technology Assistance Center (STAC), in the Dunbar Library, which permits students to create software enhanced presentations, web designs, video and music productions, etc.

Over the next few years, the university will also:

- Pilot a Student Laptop Loaner Program; and
- Initiate Electronic Portfolios (upon the completion of the SCT Banner System).

In addition to the above, by 2008–09, the university will augment its current technology infrastructure maintenance fund.

Financial Plan

In May 2003, the Finance and Audit Committee of the University Board of Trustees developed and proposed a new financial policy for the university that, once implemented, would ensure the vitality of the university well into the future. The proposed policy stressed, however, that its tenets did not “call for a departure from recent practice. Instead, it simply makes that recent practice of maintaining positive operating margins, producing gradual growth in the university’s reserves, a long term policy of the university.” The proposed financial policy, then, would simply codify and institutionalize what was already university practice. The proposed policy was adopted by the Board of Trustees in June 2003 as Resolution 03-48.

The Financial Policy established guidelines for the overall financial management and debt policy of the university, describing these guidelines as “tools to aid in financial decision making and establishing priorities. As such, they should be reviewed and updated periodically as fundamental credit factors and university needs change.” The policy began by reiterating the university’s mission and related commitment “to serving a broad cross-section of the population, performing research that addresses societal needs, and engaging the community to improve the quality of life”; acknowledges that “In order to accomplish its mission, now and in the future, Wright State University needs to be financially strong”; and determines that “consistently positive operating margins and a steady accumulation of reserves will

- protect the university from the worst effects of state budget reductions and other unanticipated shocks . . .
- provide the university with gradually increasing investment income, the ability to make strategic investments, and access to capital markets at favorable interest rates
- provide the assurance that the university will be able to meet its future obligations not only to its bondholders, but also to its faculty, staff, and students; and
- strike an appropriate balance between the current and future needs of the university.
Given the university’s current policy to maintain a minimum Moody’s rating of A2, while “optimally managing our resources and deploying our cash reserves in the long-term interest of Wright State University and the community,” the Financial Policy provides the following guidelines:

**Guidelines**

A. Operating Performance. Cost and revenues should be matched so that the average annual operating surplus runs between two to five percent of revenue.

B. Reserve Levels. Over time, Wright State University should raise its reserves per student, currently at $8,500/student to the midpoint between the medians for A1 and A2 institutions, currently at $12,000 student. Achieving this goal will also, of course, give the university investment earnings in excess of those received by other A2 institutions. These earnings would then be available to support university initiatives.

C. Debt. Wright State University’s direct and indirect debt (i.e., the amount attributed to the university as a result of its relationships with third parties) should not exceed the median debt capacity of a peer group of A2 and similar universities. In 2001, this figure was $89 million.

D. Interest and Debt Coverage. The university should not take on additional interest obligations unless it is achieving annual operating surpluses substantially in excess of those interest obligations. A minimum ratio of 2.5:1 (current annual operating margin to new annual interest obligation) should be maintained.

E. Project Specific Financing. Debt incurred for certain projects will be retired from revenues generated by the project itself.

F. Fixed/Variable Interest Rates. Given the exceptionally low interest rates currently (March 2003) available in the market, there is little reason to consider alternatives to fixed rate debt. However, over the longer run, the university will want to have a debt portfolio that includes some amount of variable rate debt. Future revisions of the financial policy will include guidance on that topic.

G. Establishing Priorities. Projects that will consume any substantial fraction ($5 million or more) of the university’s debt capacity should be assessed against the following standards, which are listed in priority order:

- Relationship to the University’s Strategic Plan
- Required to maintain the condition of the campus and its facilities
- Relationship to increased enrollment
- Revenue generating capacity of the project. Projects that generate revenue create some debt capacity to help offset the capacity being used.
- Relationship to university research priorities.

To monitor adherence, the Policy requires the Vice President for Business and Fiscal Affairs to annually report to the Finance and Audit Committee of the Board of Trustees on the financial health of the university and its compliance with policy guidelines. “Long-term trends governing the financial health of the university” were to be included and analyzed in this annual report.
Recognizing the need to be nimble and flexible in a predictably uncertain financial environment, the Policy also includes provisions for amendments to the policy to consider “issues that are not now addressed . . . or to modify guidelines to reflect changes in the university’s situation or in the broader financial environment.” The charts provided in the full report (see Resource Room) help the reader to understand the detailed analyses that led to the above policy, describe the university’s current financial reality, and plot its future.

In his three annual reports to the Finance and Audit Committee on the university’s progress towards the goals of the Financial Policy, the Vice President for Business and Fiscal Affairs has been able to show consistently strong results. His reports focused on two key requirements of the policy: achieving an annual operating surplus of between two and five percent of revenues and increasing financial resources per FTE student with a goal of reaching the midpoint of the medians of A1 and A2 rated institutions.

The university used two measures of annual operating performance. The first is the measure used by the state in its Senate Bill 6 process. It is a very broad measure that compares the change in university net assets to total university revenues. A second measure examines the change in unrestricted net assets relative to a measure of operating revenues (calculated as total revenues less capital appropriations and capital grants). On both measures, the university has performed as required by the policy.

The university’s measure of wealth is one used by Moody’s Investor Services. It is Total Financial Resources per Fall FTE. Moody’s defines total financial resources to include the university’s unrestricted net assets, restricted expendable net assets, and restricted nonexpendable net assets as well as the university Foundation’s net assets. Moody’s publishes a report on the median ratio scores in the spring following the close of the previous fiscal year. The university’s annual reports to the Board show success in meeting and surpassing the goal of reaching a midpoint between Moody’s A1 and A2 medians, as shown in the table above. The particularly strong results in FY 2005 reflect a confluence of favorable investment returns, positive budget variances in major revenue and expense categories, and an especially generous naming gift to the medical school.
University Advancement and Development Plan

Tomorrow Takes Flight: The Campaign for Wright State University is the institution’s first major multi-year comprehensive campaign. The original goal of $40 million, established on the basis of time tested principles and benchmarks, now stands at $101.3 million (as of February 28, 2006) with eight to ten months remaining. Every goal and target has been exceeded. Charts 2-6 through 2-8 illustrate campaign results to date and WSU Foundation targets and actuals for the past ten years.

The financial benefits of the Campaign’s success are self-evident. Other outcomes include heightened institutional pride, enhanced image and visibility in the region and the development of a strong staff and volunteer infrastructure that will help insure advancement success into the future. These and other elements comprise the inculcation of a culture of philanthropy at Wright State that involves faculty, staff, students, parents, alumni, donors, friends and outside organizations in the advancement enterprise.

The Division of University Advancement, in partnership with the WSU Foundation, Inc., and the WSU Alumni Association, is poised to support the WSU strategic plan now and into the future in a number of specific ways. The Alumni Association completed its own strategic plan in early 2006 and the Foundation is in the midst of updating its own strategic plan, scheduled for completion by June 30, 2006. Both plans are designed to support the University’s strategic plan. Highlights are as follows:

**Strategic Marketing**

- A highly skilled and experienced marketing professional was appointed in September, 2005, as Associate Vice President for Marketing and Communications. She is providing leadership to expanded enrollment marketing and overall campus marketing committees.
- A written marketing plan is being implemented that supports enrollment objectives.
- Specific new initiatives related to web enhancement, advertising, media relations, and telephone communiqués are in place.
- A 40th anniversary (2007) celebration committee is being formulated, co-chaired by the new Associate Vice President for Marketing and Communications, to insure that WSU’s achievements are effectively showcased.
- Staff training in strategic marketing is in process and staff teams have been assigned to academic units as marketing advisors and liaisons.

**Alumni Relations:** The Office of Alumni Relations provides programs, communications, learning and social experiences designed to strengthen life-long ties from pre-college to senior citizen years. Specific initiatives include:

- Annual award programs that showcase and honor outstanding graduates.
- A growing network of active Alumni Association chapters around the country where there is a critical mass of alumni residents.
- Educational programs around such topics as retirement planning, home-buying, elder care and leadership training for mid-career alumni professionals.
Career mentoring for students.
- Participation in institutional enrollment recruitment initiatives (college nights, etc.).
- Alumni Association financial commitment to university projects, priorities and scholarships.

The Alumni Association envisions the creation of a free-standing new Alumni House designed to be a gathering place for alumni and campus activities. The project is contingent upon being able to raise all funds from private sources. That feasibility is currently being assessed informally.

**Development:** The *Tomorrow Takes Flight Campaign* provided the impetus for creating development officer positions in all the schools and college, as well as the strengthening of central staff to increase planned giving.

Annual and overall goals and targets propel the Development program and all its component parts. Specific goals and plans revolve around:

- Increasing percentage of alumni who donate to the university. The immediate goal is to reach the national average for public institutions similar to WSU.
- Developing more support from national foundations.
- Increasing the marketing of planned giving opportunities.
- Engaging WSU Foundation trustees more actively in the fund raising process.
- Continuing to educate and train college-based development officers and Deans for greater fund raising effectiveness and results.

The university wide strategic plan’s emphasis on student enrollment and enhancing the quality of the WSU educational experience translates into Development initiatives that include increasing private support for student scholarships, faculty endowed chairs and professorships and for facility renovations and construction. Current capital projects have been possible because of donor contributions which have augmented state resources. These include the Joshi Research Center, the MTC Technologies Trading Center; the Lake Campus expansion; the Frederick White building renovation; Festival Playhouse renovation and others. More private funds are needed and actively sought for each of these projects. Upcoming capital projects for which private gifts are essential include the Science expansion, a proposed new Library archives building, the aforementioned Alumni House and a comprehensive renovation of the Creative Arts Center.
## Chapter Two

### Criterion Two: Preparing for the Future

**WSU Foundation, Inc.**

*Update of Long-range Plan, Goals and Objectives Detail As of June 30, 2005*

---

#### Campaign Impact on Foundation

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Assets</th>
<th>Endowment</th>
<th>Gift Revenue</th>
<th>Annual Giving</th>
<th>Board Giving</th>
<th>Deferred Gifts</th>
<th>Investment Portfolio</th>
<th>Total Expenses</th>
<th>Portfolio Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>24,997,839</td>
<td>15,362,140</td>
<td>3,155,543</td>
<td>2,701,637</td>
<td>41,765</td>
<td>0</td>
<td>21,440,229</td>
<td>2,439,741</td>
<td>1</td>
</tr>
<tr>
<td>1997</td>
<td>30,201,294</td>
<td>18,680,875</td>
<td>3,277,292</td>
<td>3,115,075</td>
<td>66,365</td>
<td>0</td>
<td>25,892,637</td>
<td>2,532,078</td>
<td>1.5</td>
</tr>
<tr>
<td>1998</td>
<td>34,669,500</td>
<td>23,238,450</td>
<td>3,330,099</td>
<td>3,152,670</td>
<td>145,212</td>
<td>0</td>
<td>30,621,952</td>
<td>3,740,508</td>
<td>19.1</td>
</tr>
<tr>
<td>1999</td>
<td>40,320,176</td>
<td>28,389,899</td>
<td>6,460,458</td>
<td>5,304,366</td>
<td>250,777</td>
<td>0</td>
<td>37,279,695</td>
<td>8,659,035</td>
<td>15.0</td>
</tr>
<tr>
<td>2000</td>
<td>44,140,290</td>
<td>31,234,146</td>
<td>7,372,660</td>
<td>5,262,916</td>
<td>80,777</td>
<td>0</td>
<td>37,643,168</td>
<td>6,136,525</td>
<td>10.0</td>
</tr>
<tr>
<td>2001</td>
<td>43,225,624</td>
<td>29,430,564</td>
<td>5,027,094</td>
<td>6,322,568</td>
<td>197,378</td>
<td>0</td>
<td>30,816,553</td>
<td>5,800,916</td>
<td>7.9</td>
</tr>
<tr>
<td>2002</td>
<td>40,806,662</td>
<td>26,408,519</td>
<td>5,185,553</td>
<td>5,087,892</td>
<td>158,159</td>
<td>0</td>
<td>33,816,553</td>
<td>4,473,705</td>
<td>-2.7</td>
</tr>
<tr>
<td>2003</td>
<td>47,214,130</td>
<td>7,132,851</td>
<td>10,639,185</td>
<td>9,907,974</td>
<td>187,896</td>
<td>0</td>
<td>34,204,714</td>
<td>6,938,230</td>
<td>-6.3</td>
</tr>
<tr>
<td>2004</td>
<td>61,383,175</td>
<td>12,710,489</td>
<td>35,307,640</td>
<td>9,990,459</td>
<td>255,539</td>
<td>0</td>
<td>46,664,885</td>
<td>11,500,000</td>
<td>3.9</td>
</tr>
<tr>
<td>2005</td>
<td>97,325,479</td>
<td>38,384,024</td>
<td>N/A</td>
<td>36,250,644</td>
<td>472,644</td>
<td>0</td>
<td>81,024,952</td>
<td>N/A</td>
<td>17.4</td>
</tr>
<tr>
<td>2006</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>0</td>
<td>N/A</td>
<td>N/A</td>
<td>9.8</td>
</tr>
</tbody>
</table>

---

#### Campaign Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Campaign</th>
<th>Deferred Gifts</th>
<th>Total Expenses</th>
<th>Portfolio Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999</td>
<td>3,686,205</td>
<td>N/A</td>
<td>5,649,010</td>
<td>11.5%</td>
</tr>
<tr>
<td>2000</td>
<td>5,545,996</td>
<td>N/A</td>
<td>6,136,515</td>
<td>19.1%</td>
</tr>
<tr>
<td>2001</td>
<td>7,020,238</td>
<td>N/A</td>
<td>7,520,364</td>
<td>15.0%</td>
</tr>
<tr>
<td>2002</td>
<td>14,962,785</td>
<td>N/A</td>
<td>14,792,736</td>
<td>10.0%</td>
</tr>
<tr>
<td>2003</td>
<td>15,323,424</td>
<td>1,879,069</td>
<td>15,210,340</td>
<td>7.9%</td>
</tr>
<tr>
<td>2004</td>
<td>56,182,277</td>
<td>3,709,086</td>
<td>55,473,191</td>
<td>-2.7%</td>
</tr>
<tr>
<td>2005</td>
<td>40,000,000</td>
<td>5,713,351</td>
<td>34,286,649</td>
<td>-6.3%</td>
</tr>
</tbody>
</table>

---

#### Calculation of Total Asset Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Beginning Balance</th>
<th>Gift Revenue</th>
<th>Investment Earnings</th>
<th>Total Expenses</th>
<th>Ending Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>47,214,130</td>
<td>11,500,000</td>
<td>6,000,000</td>
<td>(5,510,340)</td>
<td>59,203,790</td>
</tr>
<tr>
<td>2005</td>
<td>59,203,790</td>
<td>63,067,933</td>
<td>67,204,033</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter Two

Criterion Two: Preparing for the Future

Wright State University Foundation, Inc. Revised Goals For Long-Range Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Goal One: Total Assets</td>
<td>$43,225,624</td>
<td>$40,806,662</td>
<td>$47,214,130</td>
<td>$59,203,790</td>
<td>$63,067,933</td>
<td>$67,204,033</td>
</tr>
<tr>
<td>Primary Goal Two: Endowment</td>
<td>$29,430,564</td>
<td>$26,408,519</td>
<td>$28,032,876</td>
<td>$30,453,369</td>
<td>$32,910,170</td>
<td>$35,403,822</td>
</tr>
<tr>
<td>Primary Goal Three: Deferred Gifts</td>
<td>$1,595,000</td>
<td>$1,825,769</td>
<td>$1,875,500</td>
<td>$2,000,000</td>
<td>$2,400,000</td>
<td>$2,800,000</td>
</tr>
<tr>
<td>Primary Goal Four: Return on Investment</td>
<td>-2.70%</td>
<td>-6.30%</td>
<td>3.90%</td>
<td>7.50%</td>
<td>7.50%</td>
<td>7.50%</td>
</tr>
<tr>
<td>Secondary Goal One: Board Giving</td>
<td>$203,894</td>
<td>$73,278</td>
<td>$2,094,985</td>
<td>$255,539</td>
<td>$347,532</td>
<td>$472,644</td>
</tr>
<tr>
<td>Secondary Goal Two: Alumni Giving Rate</td>
<td>7.00%</td>
<td>8.00%</td>
<td>9.00%</td>
<td>10.00%</td>
<td>11.00%</td>
<td>12.00%</td>
</tr>
<tr>
<td>Secondary Goal Three: Cash Receipts</td>
<td>$5,067,892</td>
<td>$7,132,651</td>
<td>$9,907,974</td>
<td>$8,698,771</td>
<td>$9,568,649</td>
<td>$10,525,513</td>
</tr>
</tbody>
</table>

Tomorrow Takes Flight: The Campaign for Wright State University

Total Campaign Commitment Through February 28, 2006

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>Target</th>
<th>Commitment to Date</th>
<th>Percentage of Target</th>
<th>Percentage of Total Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni</td>
<td>$5,000,000</td>
<td>$6,977,528.38</td>
<td>139.6%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Corporations and Organizations</td>
<td>$12,000,000</td>
<td>$31,633,366.25</td>
<td>263.6%</td>
<td>31.2%</td>
</tr>
<tr>
<td>Foundations</td>
<td>$5,000,000</td>
<td>$5,528,054.88</td>
<td>110.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Friends</td>
<td>$18,000,000</td>
<td>$57,152,000.42</td>
<td>317.5%</td>
<td>56.4%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$40,000,000</strong></td>
<td><strong>$101,290,949.93</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose of Support</th>
<th>Target</th>
<th>Commitment to Date</th>
<th>Percentage of Target</th>
<th>Percentage of Total Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship</td>
<td>$8,000,000</td>
<td>$16,446,603.27</td>
<td>205.6%</td>
<td>16.2%</td>
</tr>
<tr>
<td>Faculty Development</td>
<td>$8,000,000</td>
<td>$9,060,000.00</td>
<td>113.3%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Facility Improvement</td>
<td>$8,000,000</td>
<td>$23,026,788.47</td>
<td>287.8%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Program Support</td>
<td>$16,000,000</td>
<td>$52,757,559.19</td>
<td>329.7%</td>
<td>52.1%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$40,000,000</strong></td>
<td><strong>$101,290,949.93</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Types of Support</th>
<th>Target</th>
<th>Commitment to Date</th>
<th>Percentage of Target</th>
<th>Percentage of Total Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Endowment</td>
<td>$15,000,000</td>
<td>$49,617,569.84</td>
<td>330.8%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Current Use</td>
<td>$25,000,000</td>
<td>$51,673,380.09</td>
<td>206.7%</td>
<td>51.0%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$40,000,000</strong></td>
<td><strong>$101,290,949.93</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Core Component 2-b

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The quality of Wright State’s educational programs depends on recruitment and retention of excellent faculty and staff, and the provision of appropriate teaching and learning environments so that students can gain the knowledge and competencies they need to attend graduate school and/or successfully enter the workforce and become productive members of society. Currently, 67.6% of the university’s total education and general expenditure budget is dedicated to Instruction and Departmental Research, Academic Support and Scholarships (2004-2005 actual unrestricted expenditures). Other resources that directly support the educational mission include the University Libraries (including OhioLINK), CaTs, and Internet II. Additionally, the university’s capital resources directly support the educational mission including allocations for the maintenance, upgrade, building of new facilities, and building renovations (see Capital Plan in previous section) and the biennial allocation of House Bill funds for instructional support. The university operational plans described in the previous section provide ample evidence that the university will continue to both maintain and strengthen its educational programs in the future.

The most recent evidence that the university’s resource base continues to support its future was the approximately $9M that was allocated in the 2004–05 and 2005–06 fiscal budget for implementation of the strategic plan, including for new faculty positions. A second tangible and recent example is the $31.4M bond initiative recently floated to enable WSU to complete capital renovation and construction projects including renovation of science labs and related buildings.

Over the past few years, the university has also made significant investments to reduce class size, particularly in writing intensive/general education courses; in the First Year Experience, particularly in the Learning Communities Program; and in technology that supports teaching and learning. Additionally, the Board’s Financial Policy was established to guarantee adequate university resources in reserves per student. The University Technology Plan, described in the previous section, promises enhancements to educational programs, and the annual $200K allocation to the University libraries will support the learning environment even in challenging fiscal times. Enhancement of the research enterprise is significant and ongoing and, of course, directly impacts the quality of graduate programming and the recruitment of quality faculty. Undergraduate research opportunities improve the undergraduate teaching and learning environment as well.

Recruitment of quality faculty has improved both the quality of instruction and the academic reputation of the university. In the past 10 years, the university has striven to hire the best faculty candidates available nationally. In the science and engineering disciplines, for example, factors that govern recruitment involve competitive salaries and start-up packets and appropriate space in which research can be conducted. Over the past 10 years, start-up funds in the science disciplines have more than doubled. Tangible evidence of recruitment of quality faculty also includes the number of national level awardees for major federal funding competitions. In 1996, the university had no
awardees. Over the past 10 years, however, four junior faculty have received this recognition (3 were NSF Career Award recipients and one obtained the EPA Presidential Award).

Ironically and regrettably, yet another indicator of the quality of faculty hired and mentored at WSU is that other prominent institutions routinely poach our established faculty. In the sciences and engineering over the past 10 years, e.g., the university has lost faculty to Virginia Tech, Case Western Reserve, Miami of Ohio, University of Georgia, and Vanderbilt.

To ensure ongoing faculty professional development opportunities, the university provides a wealth of support through the Center for Teaching and Learning (CTL), the Teaching Enhancement Fund, Research Challenge funds to support scholarship, the Professional Development Leave (sabbatical) Program, and travel opportunities provided through each college and school. Strong and abundant academic support is provided for students. Many units also offer formal mentoring programs for junior faculty, and special support for underrepresented groups (For example, the Organization for Black Faculty and Staff, Annual Women Faculty Rendezvous, Women’s Center, etc).

Professional staff members are an equally important asset to the university and the quality of educational programs. To guarantee their ongoing professional development, the university has formalized a training and development program (See Chart 2-9 below) which is funded through a $200,000 permanent allocation at the university level, and is represented below.

Clearly the university is providing appropriate support—through excellent faculty, staff, academic support, technology, and facilities—for its educational programs with written institutional plans (see previous section) to continue and even enhance that support in the future.

---

Chart 2-9 Professional Staff Development and Training

Staff Development

<table>
<thead>
<tr>
<th>Recruiting</th>
<th>Skill Building</th>
<th>System Integration</th>
<th>Career Development</th>
<th>Relationship Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS/PDS</td>
<td>Leadership Series</td>
<td>Professional Development Series</td>
<td>Off Boarding</td>
<td></td>
</tr>
<tr>
<td>On Boarding</td>
<td>Technology Computer</td>
<td>Organizational Development</td>
<td>Personal Enrichment</td>
<td></td>
</tr>
</tbody>
</table>

---

1 see the next two chapters for more details
2 see next chapter
Core Component 2-c

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Introduction

Institutional effectiveness is monitored and promoted and enhanced on an ongoing basis in a number of ways, as indicated below.

Academic Program Review

In 2005–06, the university reinstituted its Academic Program Review Process to review, certify, and continuously improve the quality of all programs. Mapped to the new accreditation criteria of the Higher Learning Commission, the guidelines for Academic Program Review ensure appropriate ongoing attention to program quality, student performance, and learning outcomes, as well as diversity, civic engagement, and preparation of students for citizenship in a global community. The guidelines and template for the Academic Program Review Process appear later in this Self-Study in Chapter Four, Core Component 4-c. The Academic Program Review Schedule will also be available in the Resource Room.

Moody’s Report-Moody’s Investor Services

Wright State has utilized Moody’s to evaluate the financial strengths and weaknesses of the university. For example, Moody’s was utilized to identify the university’s Bond Rating for the most recent Bond Sale in fiscal year 2005.

Moody’s Investors Service is among the world’s most respected, widely utilized sources for credit ratings, research and risk analysis. Moody’s independence and integrity have earned them the trust of capital market participants worldwide. Their ratings and analysis track more than $35 trillion of debt covering.

Credit ratings and research help investors analyze the credit risks associated with fixed-income securities. Such independent credit ratings and research also contribute to efficiencies in fixed-income markets and other obligations, such as insurance policies and derivative transactions, by providing credible and independent assessments of credit risk.

Moody’s has identified Wright State as an A2 institution for investors. Moody’s ratings and related report have helped to provide a thorough evaluation of the university’s balance sheet and results of operation.
Current Funds Budget

Annually the university publishes a Current Funds Budget (CFB) document that identifies and details the university’s operating budget for the applicable fiscal year.

The current funds budget or operating budget has many roles, but serves primarily as a mechanism for distinguishing university financial priorities and as a plan for achieving the university’s long range objectives. The CFB also identifies the assumptions relative to forecasts of both revenues and expenditures, and renders in written financial terms the university’s planned allocation of resources.

The CFB reflects the results of collaborative efforts across the university to appropriately operate the university financially for the identified fiscal year. It provides analysis of not only direct university resources but also external sources such as the State of Ohio. The CFB also provides an understanding of the current financial environment in which the university operates.

Through the information provided and comparative internal and statewide data within the document the readers can gain a full understanding of the university’s allocation of resources, applicable assumptions and the environment in which we operate.

The CFB is shared in a preliminary workshop with the university community inclusive of the Board of Trustees. It is subsequently made available on-line and distributed upon request. The CFB will be available to reviewers in the Resource Room.

Senate Bill 6 Review

Background Information

Senate Bill 6 of the 122nd General Assembly was enacted into law in 1997. It is designed to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor the fiscal health of campuses. Using the year-end audited financial statements submitted by each public institution, the Board of Regents annually applies these standards to monitor individual campus finances. In addition, Senate Bill 6 requires state colleges and universities to submit quarterly financial reports to the Board of Regents within 30 days after the end of each fiscal quarter.

Ratio Analysis Methodology

In order to meet the legislative intent of Senate Bill 6, the Board of Regents computes three ratios from which four scores are generated. The original methodology for computing the ratios was modified to recognize the new reporting format required by GASB statements 34 and 35, which became effective in FY 2002. The data and methodology used to conduct the ratio analysis for FY 2002 and thereafter are as follows:

- Expendable net assets: The sum of unrestricted net assets and restricted expendable net assets.
- Plant debt: Total long-term debt (including the current portion thereof), including but not limited to bonds payable, notes payable, and capital lease obligations.
- Total Revenues: Total operating revenues, plus total non-operating revenues, plus capital appropriations, capital grants and gifts, and additions to permanent endowments.
**Chapter Two: Preparing for the Future**

- **Total operating expenses**: Total operating expenses, plus interest on long-term debt.
- **Total non-operating expenses**: All expenses reported as non-operating with the exception of interest expenses.
- **Change in total net assets**: Total revenues (operating and non-operating), less total expenses (operating and non-operating).

The methodology for calculating the three ratios is as follows:

- **Viability ratio**: Expendable net assets divided by plant debt.
- **Primary reserve ratio**: Expendable net assets divided by total operating expenses.
- **Net income ratio**: Change in total net assets divided by total revenues.

**Assignment of Scores**

Based on the calculations described above, each ratio is assigned a score ranging from zero to five according to the criteria listed in the table below. A score of 5 indicates the highest degree of fiscal strength in each category.

<table>
<thead>
<tr>
<th>Ratio Scores</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.0 to 29</td>
<td>.05 to .49</td>
<td>.50 to .99</td>
<td>.60 to .99</td>
<td>1.0 to 2.5</td>
<td>&gt; 2.5 or N/A</td>
<td></td>
</tr>
<tr>
<td>&lt; .1 to .049</td>
<td>.05 to .099</td>
<td>.10 to .249</td>
<td>.25 to .49</td>
<td>.50 or greater</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-.5 to .05</td>
<td>0 to .009</td>
<td>.01 to .029</td>
<td>.03 to .049</td>
<td>.05 or greater</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wright State has a composite score for fiscal year 2005 of 4.0. This is a reduction from a composite score of 4.3 in 2004, which score was the weighted average of a “5” in the viability ratio, and a “4” for the other two ratios. Because of the bond sale in December 2004, the viability ratio score dropped to “4,” but our steady growth in expendable net assets and our aggressive debt retirement schedule should soon bring our viability ratio score back to a “5”. The university’s composite score of 4.3 in 2004 was the third highest among the 15 state universities in Ohio. Scores for other universities for 2005 have not yet been published, but had Wright State’s score been 4.0 in 2004, it would have been tied for fifth among the 15 universities. The university’s scores reflect a conservative approach to debt and debt retirement, continued solid annual operating performance, and a steady growth in expendable net assets relative to operating expenses. These scores do not reflect the substantial growth in the net assets of the university’s foundation, which are not considered in the calculations.

---

7 Note: if plant debt is zero, then the viability ratio is not calculated and a viability score of 5 is automatically assigned.
Quarterly Financial Reports

State colleges and universities are required to submit quarterly financial reports (unaudited) to the Board of Regents within 30 days after the end of each fiscal quarter. Pursuant to Senate Bill 6, a campus’s failure to comply with these reporting guidelines requires the Board of Regents to withhold that campus’s monthly subsidy payment until its quarterly report is received.

The quarterly report consists of two parts:

- **Report of Financial Actions**: Consists of six yes/no questions to be answered by the campus fiscal officer. The questions are designed to uncover the presence of serious cash flow problems and to provide early warning of significant problems with the current year budget. This part also includes a certification form that requires the signature of the campus fiscal officer attesting to the accuracy of the quarterly report.

- **Statement of Current Funds Revenues, Expenditures, and Other Changes**: A comparison of revenues to expenditures and transfers for the period of July 1 through the end of a given quarter within the fiscal year. Data are unaudited and regarded as being subject to subsequent revisions and adjustments.

Annual Audit Report

Independent audits and the disclosure they bring have been a critical component of institutional evaluation for an extended number of years. The real and the perceived benefit that an independent audit provides is the integrity of an unbiased third party. The integrity of Wright State’s audit system is grounded in the use of independent auditors who are selected through a bidding process.

The university shares a common interest with the state in protecting funds, ensuring efficiency and productivity while serving a multitude of stakeholders. Independent audits are an important tool to help accomplish these goals and enhance management and accountability.

The annual audit report includes three financial statements: the Statement of Net Assets, the Statement of Revenues, Expenses and Changes in Net Assets and the Statement of Cash Flows. The financial statements are prepared in accordance with GASB No. 35 and include a Management and Discussions Analysis section that highlights the issues and results of the year in detail. The statements themselves provide the reader detailed information on the financial condition of the university, the results of operations and cash flows as a whole. The readers of the financial statements are able to determine whether annual performance has improved or declined, as well as what the future financial challenges may be.

Wright State has always received clean unqualified audit opinions. The audit report and a report on the audit are shared annually with the university’s Board of Trustees Finance and Audit Committee. The report itself is distributed internally to senior management and is available to the public upon request.
University Financial Policy

The university now has greater authority and responsibility for managing its financial affairs, including capital spending and debt. State financial support is diminishing in importance, further increasing the university’s financial independence and the need for prudent, enlightened financial management.

The Board of Trustees, after study and consultation with others, including Moody’s Investors Service, established a financial policy detailing guidelines for the overall financial management and debt policy of the university. The financial policy and guidelines are tools to aid in financial decision making and establishing priorities.

While the 2003 policy is new in the sense that the university has not had a formal financial policy in the past, it does not call for a departure from recent practice. Instead, it simply makes that recent practice of maintaining positive operating margins, producing gradual growth in the university’s reserves, a long term policy of the university.

In order to accomplish its missions, now and in the future, Wright State University needs to be financially strong. Consistently positive operating margins and a steady accumulation of reserves will protect the university from the worst effects of state budget reductions and other unanticipated shocks. Strong finances will provide the university with gradually increasing investment income, the ability to make strategic investments, and access to capital markets at favorable interest rates. They provide the assurance that the university will be able to meet its future obligations not only to its bondholders, but also to its faculty, staff, and students. Wright State University’s financial policy is designed to achieve these results by striking an appropriate balance between the current and future needs of the university.

The policy of Wright State University is to manage its financial affairs so as to maintain a minimum Moody’s rating of A2. The minimum threshold of A2 was chosen because ratings inferior to A2 call for higher interest risk premiums and because comparable schools, with which Wright State chooses to be associated, are rated A1 and A2.

The financial strength and credit rating of the university are the result of the interplay among a number of factors. Some of these factors lie outside the scope of financial policy and are not addressed in this policy. Chief among the “non-financial” factors which influence the university’s bond rating is enrollment, which in turn is determined by solid academic programs and services, competitive tuition levels, and effective admissions and marketing efforts. Similarly, the strength and durability of the university’s research program and the institution’s ability to attract and retain high quality faculty members is outside the scope of financial policy. The level and consistency of state support is also an important factor which influences judgments and financial policy.

As indicated earlier in this chapter, guidelines are identified to provide benchmarks to help achieve the overarching policy objective. These guidelines attempt to frame fiscal policy issues as they relate to the dichotomy between our relatively strong operating performance and our relatively weak balance sheet. The objective of guidelines is to optimally manage the university’s resources and deploy our cash reserves in the long-term interest of Wright State University and the community.
Since the implementation of these guidelines, Wright State has increased its reserve levels to $14,495 per student through fiscal year end 2005, and has thus already greatly exceeded the Financial Policy’s guideline by approximately $2,000 per student.

While our debt levels are quite low and our reserve levels have been growing in recent years, we have much lower reserve levels and much smaller endowments than higher-rated universities, which are generally larger, older, and typically the “flagship” research institutions in their states.

**The Delaware Study**

The *Delaware National Study of Instructional Costs and Productivity* is a comparative analysis of faculty teaching loads and direct instructional cost at the level of academic discipline by graduate and undergraduate level. In this report Wright State University’s main campus data is compared to a peer group of institutions consisting of participating Doctoral II schools according to the old Carnegie Classification of Institutions.

Because the Delaware Study provides a method to compare Wright State University to similar institutions, it is used by the executive administration to help make staffing decisions using comparisons to other departments in the same discipline rather than using internal comparisons only.

**The Academic Data Series**

The Academic Data Series consists of five major sections, and is a compilation of statistics extracted from a variety of university reports and Ohio Board of Regents’ resources. Five years of instructional data are presented by department, college, and campus in addition to a revenue and expenditure analysis for the current year. The Statewide Comparison section includes additional data from the Ohio Board of Regents report entitled *Ohio’s Colleges & Universities: Profile of Student Outcomes, Experiences and Campus Measurements*. Also included in this section is a comparison of Cost per FTE at the graduate and undergraduate level by Subject Field, which comes from the Resource Analysis, provided by HEI (the Ohio Board of Regents’ Higher Education Information system).

The Academic Data Series has both internal and external comparison data. The Five-Year Overview is useful in comparing instructional and revenue/expenditure data between departments within a college, as well as comparing colleges to each other. The Statewide Comparison section provides a wide range of comparative data between Wright State University and the other public 4-year institutions in Ohio.

**The Performance Report for Ohio’s Colleges and Universities**

The Performance Report contains a variety of data and data sources to describe higher education in Ohio, from students’ academic preparation to learning environments, student progress, degree achievement, and licensure and employment outcomes. In addition, the report provides a wealth of information about research and job-training activities as well as basic financial information about costs, state support, and financial aid provided to students.
The Performance Report offers comparison data to Ohio state assisted institutions by sector type that is not readily available elsewhere. The report offers data on student mobility between campuses, and calculates retention rates not only for each home campus individually, but includes students as well who have subsequently transferred within the state system. According to the state’s 2005 Performance Report, for example, Wright State’s 70% first year retention rate in 2003 for first-time, full-time degree seeking students was significantly higher than the state average of 65%, and the university’s persistence rate of students who were now at any Ohio institution, including Wright State, was 84%, 5% higher than the state average of 79%.

Student Satisfaction Inventory

The Noel-Levitz Student Satisfaction Inventory measures the importance undergraduate students attach to a wide range of college experiences and their satisfaction with those experiences. It is composed of 73 items in 11 areas, asking students to rate the item on importance and then rate the same item on their level of satisfaction. Analysis is based on both importance and satisfaction, and the difference between the two (the performance gap). The survey was first administered in the Spring of 1996 and most recently in the Spring of 2005, and shows that, on average, the expectations (performance gaps) of Wright State students equal that of students nationwide. It is also noteworthy that our students appear to be more satisfied that their expectations are being met than they were in 2002. Composite scores that had the lowest performance gaps, indicating the highest satisfaction, were Campus Support Services, Campus Life, and Student Centeredness. Areas identified for institutional improvement include academic advising, instructional effectiveness, and registration effectiveness, even though the university’s composite scores currently match or exceed the national average. These three areas will appear in the university’s Enrollment Management Plan, along with strategies to improve them.\(^8\)

National Survey of Student Engagement (NSSE)

NSSE collects data from first-year students and seniors to assess the extent to which students engage in a variety of educationally effective activities. The survey asks undergraduates about how they spend their time, and what they feel they’ve gained from classes, their assessment of the quality of their interactions with faculty and friends, and other important activities. One notable highlight from the Spring 2004 NSSE data showed that of survey respondents, 61% of Wright State’s first year students said that they ‘participate in a learning community or some other formal program where groups of students take two or more classes together’ compared to only 14% of first year students at other doctoral intensive research universities. These data would seem to suggest that Wright State’s first year students are having a more “engaging” experience than many of their peers at other institutions across the country. Comparisons of 2004 to 2002 survey results also indicate that our students now work more on class projects, talk more about career plans with an advisor or faculty member, write more clearly and effectively, use computing and information technology more frequently, and apply theories or concepts to practical problems in new situations more often in 2004 than they did in 2002.

\(^8\) See the Enrollment Plan earlier in this chapter
Chapter Two Criterion Two: Preparing for the Future

Consortium for Student Retention Data Exchange (CSRDE)

The CSRDE is a consortium of colleges and universities dedicated to the cooperative exchange of student retention and graduation data for purposes of benchmarking. CSRDE is composed of public and private 4-year degree-granting institutions from around the United States. Since 2002-03 Wright State University has participated annually in the exchange as a Doctoral/Research-Intensive institution as defined by the 2000 Carnegie Classification of Institutions of Higher Education. In the most recent study (2004-05) Wright State was one of 421 participating institutions including 48 Public Doctoral/Research-Intensive schools. The CSRDE conducts three separate retention and graduation rate studies each year which Wright State University takes part in: 1) Entering Freshman Cohorts; 2) Entering Freshman Cohorts with Science, Technology, Engineering and Mathematics Majors; and 3) Community College Transfer Cohorts. In each study the cohort data is viewed by gender and race along with the total cohort. (italics are taken from the 2004-05 CSRDE Executive Summary).

Student Fact Book

The Student Fact Book provides information about Wright State’s student body during the current Fall Quarter in which it is published. The Fact Book includes data for both Main and Lake Campus as well as a section on minority students. Along with current data, historical information is provided for analyzing trends over the past 6 years. Data considered to be of general interest to the university community is selected each fall for the publication. Academic and administrative departments frequently use this data for planning and assessment purposes.

Entering Student Questionnaire (ESQ)

The Entering Student Questionnaire consists of questions that help the university to evaluate new students’ backgrounds and expectations and is given during summer orientation each year. It is composed of 21 questions related to students’ decision processes that led them to attend Wright State, as well as their goals for their academic career. This survey has been administered to incoming students for over 10 years and is a useful evaluation tool.

Exit Survey

The Exit Survey is administered to graduating seniors on both the Main and Lake Campus. The survey is composed of 39 questions in 3 areas, asking students their satisfaction, level of agreement, and level of preparation on a 5 point scale. The 3 areas include questions about administrative offices, the quality of education at Wright State University, and personal and professional development. Additionally, students are asked to provide basic demographic information and have the opportunity to provide open ended comments. The survey was first administered in the Spring of 2002 and is still used as an assessment tool for graduating seniors.

All of the above, coupled with implementation of the university’s assessment plan, academic program review process, etc., provide ongoing indicators of the institution’s effectiveness relative to state, national, and institutional benchmarks, providing both insight and impetus for institutional improvements. The annual review of implementation of the university’s strategic plan provides additional evidence of the university’s effectiveness and its progress toward the achievement of its goals.
Core Component 2-d

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As is clear from the above, all of the university’s plans are interconnected, interdependent, and aligned with the university’s mission. All, including the overarching 2003-2008 strategic plan that guides the whole, ensure that the university will continue to “serve as a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. . . .” The university’s operational plans - Assessment, Diversity, Staffing, Academic, Enrollment, Capital, Technology, Financial, and Advancement/Development Plans are clearly all aligned with the university’s mission and have identified clear paths for helping the university continue to fulfill that mission in the future. The university also clearly has ongoing programs and processes in place to continue to evaluate its effectiveness, and it maintains the institutional will and flexibility to adjust as needed in response to changes in the external environment. Wright State University, then, is well-prepared for its future.

Opportunities to Improve

- Enhance how the university collects, analyzes and disseminates data, turning it into knowledge and acting upon it appropriately in a timely manner⁹;
- Effectively address the pressures that enrollment growth, coupled with reduced state funding, continues to place on the university (personnel, facilities, class availability, etc.¹⁰);
- Notwithstanding that the university already has the fourth lowest tuition in the state, the university must maintain a tuition and fee structure that continues to provide access to a diverse student body, while continuing to effectively address reductions in state funding¹¹;
- Develop a comprehensive university enrollment plan¹²;
- Continue to improve student academic success, retention, and graduation rates¹³;
- Continue to improve the teaching and learning environment, consistent with the University Strategic Plan¹⁴.

---

⁹ See IIP in Conclusion of Self-Study, Goal #10
¹⁰ See IIP, Goal #3
¹¹ See IIP, Goal #6
¹² See IIP, Goal #7
¹³ See IIP, Goal #8
¹⁴ See IIP, Goal #11
Wright State University Freshman class gathered around Turning Points.
CRITERION THREE

STUDENT LEARNING AND EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Lake Campus
Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

Effective teaching and student learning are the primary means through which Wright State University demonstrates the accomplishment of its mission to be “a catalyst for educational excellence.” Consistent with the University’s Statement on Faculty Responsibilities that “student learning is the primary objective” and, therefore, “the primary function of faculty,” the concerted efforts of the faculty, staff, and administration ensure that Wright State University provides an environment that fosters the intellectual, professional, and social development of its students.

Evidence of successful teaching and student learning abounds at Wright State: Graduates have excellent passing rates on nursing, CPA, medicine, and teacher examinations. In academic competitions with students from other universities, Wright State students have achieved extraordinary successes, placing consistently in the top ten and often first or second, and comparing very favorably with their counterparts at other universities, including those with selective admission policies. In general, then, students have shown that though Wright State University is an open admissions university, the education that it provides to its students is second to none. The following achievements provide evidence of both effective teaching and student learning at Wright State.
Notable Student Achievements

- Students in the Raj Soin College of Business won the Ohio Undergraduate Accounting Manuscript Competition in both 2003 and 2004, and they placed first in the State of Ohio on the CPA exam in 1997, 1998, and 2000. In addition, they won the Ohio State Graduate Accounting Manuscript Competition in 2005. Student teams sponsored by the College are the only five-time winners (1992, 1994, 2000, 2001, and 2005) of the National Student Case Competition sponsored by the Institute of Management Accountants, and they placed in the top four on four other occasions.

- In only their second year of competition, a Wright State University student team placed in the top 10 in the nation in the 2001 Ethics Bowl. In 2002 the team defeated 35 other university teams to win the gold, and returned to place second in 2003 and in 2004, and fifth in 2005; in 2006, the team placed in the top 10 in the nation.

- Students from the Department of Finance were selected first in the 2004 case competition sponsored by American Express Financial Advisors.

- In Fall 2000, a finance class began the management of a stock portfolio with funds provided by the Wright State University Foundation. Starting with $60,000, the fund grew to a value of nearly $142,000 as of October 2004. Due to the success of the class in investing Foundation funds, in late 2004, the Board of Trustees authorized it to invest $500,000 in university funds as well.

- A Wright State senior was named top nursing cadet from among 140 colleges in the Eastern Region of the United States ROTC Command.

- The College of Liberal Arts sponsors the participation of student teams in the National Model United Nations Conference in New York City. The Wright State University teams and delegates have won top awards at this conference for an unprecedented 27 consecutive years.

- Theatre and film students have also been enormously successful, earning numerous "Best" awards for plays, musicals and films and having their films selected for the highly prestigious Sundance and other film festivals. Students films have won an Emmy Award at the Academy of Television Arts and Sciences Annual College Awards and been nominated for an Academy award by the Academy of Motion Pictures Art and Sciences. Students in the Department of Theatre Arts Design/Technology program won 1st Place in the National United States Institute of Theatre Technology Olympics in 1995, 1997, 1999, and 2002. No other university in the country can match this record!

- Students at the Lake Campus enrolled in the Office Information Systems programs have competed annually at the Business Professionals of America Regional and National Conferences where they have regularly excelled. In 2004, Lake Campus students were awarded two second place finishes and a third place, with five other students competing as finalists in the Business Professionals of America National Competition.
In addition to success in student competitions, another measure of student learning is the professional success achieved by graduates of our programs:

- Four of the last ten winners of the Ohio Teacher of the Year Award are graduates of the Wright State College of Education and Human Services, for example.
- Theatre Arts graduates have acted and danced professionally throughout the country and on Broadway.
- The work of film graduates has garnered national attention through screenings at such notable venues as Sundance and collaborations with notables such as Tom Hanks and Steven Spielberg (“Band of Brothers”); “A Lion in the House,” the work of a Wright State film graduate and a Wright State film professor, was shown at Sundance in January 2006, and will be broadcast nationwide June 21–22, 2006, as a PBS miniseries.
- Thousands of other graduates have made their marks in fields as diverse as the WSU curriculum.

Wright State University Ethics Bowl Team
Core Component 3-a

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Building on the work of a 1992 Assessment Task Force and a university Plan for Assessing Student Achievement, approved by NCA in 1995, learning outcomes have guided assessment of Wright State’s academic programs for more than a decade. The 1995 NCA review of the Wright State Assessment Plan found it to be “feasible,” “well organized,” and responsive to North Central’s requirements at that time. A year later, the 1996 NCA Team Report about Wright State confirmed that “Assessment of Student Academic Achievement is proceeding on course,” noting that “a great deal of faculty time is being devoted to the assessment initiative.” Since then, assessment has held an increasingly important place in the routines of faculty and staff.

The university adopted a standard assessment reporting format in 1999, requiring the annual reports of every program to describe the four primary components of the WSU assessment process: (1) the outcomes assessed, (2) at least two measures, one direct, the other indirect, used for each outcome, (3) the assessment findings, and (4) the improvements made based on their findings. This format clarified expectations and added consistency, while still preserving the flexibility needed to accommodate a wide spectrum of programs.

In 2004, a common ten-part format (Assessment Template) for program assessment plans was established to help faculty and staff to refine their efforts with greater consistency. Every plan begins with objectives (the expected accomplishments of graduates) and learning outcomes (the knowledge, skills and abilities a student is expected to attain by completing the program); these then form the basis for all outcomes assessment. The format also calls for programs to identify the assessment measures they will use, benchmarks or other determinants of success, procedures for deriving findings and making program improvements, a timetable, interactions with accreditations and licensures, and means for communicating all to prospective and enrolled students. To accommodate changes called for with the revised assessment plans, the standard reporting format was revised to include a section on plan compliance and on new developments1.

Program Objectives and Learning Outcomes

Objectives are the cornerstone for meaningful assessment of all WSU academic programs, as they point to the anticipated future for graduates and provide the basis for learning outcomes that, when achieved, lead to the fulfillment of the objectives. Designated types of employment and successful admission to graduate and professional programs are objectives for nearly all programs; two year programs at the Lake Campus also focus on seamless articulation to baccalaureate programs. Licensures and certifications are listed as objectives for teaching, nursing, social work, operations management, engineering, and others. Additional objectives identified in programs throughout the university set a wide variety of expectations for life long learning, leadership, civic responsibility, support of arts, contribution to communities, and many others.

1 See http://www.wright.edu/assessment/bpra/ for university assessment plans
Taken together, the objectives for Wright State’s academic programs focus on What (employment, further education) as well as How (informed, contributing, non-discriminatory), which are fundamental means by which we fulfill WSU’s mission to “a catalyst for educational excellence… dedicated to lifelong learning and service.” Much of the focus is on jobs and careers, but a significant amount of attention is also placed on personal development.

Learning Outcomes are identified for each graduate and undergraduate degree program, for each of the six areas of General Education, and for Writing Across the Curriculum. They include specific knowledge, skills, and perspectives that provide graduates the tools for achieving the program’s objectives following graduation, form the foundation for the overall curriculum of each program, and guide content of the individual courses. The curriculum, the composition of the faculty, and the learning environment and support systems are all developed to meet the learning outcomes which, in turn, support the objectives set for graduates.

**Program Improvements Resulting from Assessment**

Annual reports of program assessment for each undergraduate and graduate program chronicle assessment activity that has resulted in numerous improvements across the university, and that ranges from minor course adjustments to substantial curricular revisions:

- One of the earliest significant improvements resulting from assessment occurred in the Communication Department. While identifying the intended learning outcomes of their program in 1995, the Communication Department faculty discovered that their required courses did not directly align with what they wanted students to know. To address this finding, the Department undertook a major curricular revision patterned after its newly-developed learning outcomes which focused primarily on effective writing and speaking skills. Measurement of these communication skills through pre- and post-tests, portfolios, and exit interviews has led to additional courses, changed requirements within courses, and conferences to assist individual students. In addition, focused attention on learning outcomes and assessment results has guided the development of new faculty positions.

- Major revisions of the MBA offered by the Raj Soin College of Business (then the College of Business and Administration) were implemented in Fall 1996 along with a new assessment plan that included a satisfaction survey conducted at the conclusion of the first quarter, exit interviews, a benchmarking survey of part-time MBA programs, student focus groups at both the Dayton and Lake Campuses, and other measures. These assessment activities revealed positive employment results and generally high student satisfaction, but they also indicated a need for better integration of material in a course sequence, expansion of the mathematics and statistics prerequisite course from five weeks to seven, more advanced notice of class schedules at the Lake Campus, and faculty reassignments to add more managerial accounting instruction and to create a smoother transition to 700-level finance courses. All of these improvements were made.
Current assessment of the MBA focuses on communication skills, the ability to work collaboratively on written cases and team presentations, and the ability to integrate business disciplines, all of which are regularly examined in a capstone MBA course, MBA 753. New “assurance of learning” standards from the Association to Advance College Schools of Business (AACSB) are further directing refinement of measurement techniques for the MBA program.

General Education Program

Wright State’s most ambitious assessment-driven change over the past decade has been in General Education (GE). GE assessment in the 1990s confirmed findings of a 1994 taskforce that many of the classes were too large, student satisfaction and success were impaired by the many rigid course requirements, assessment of student learning outcomes was highly problematic, and students needed more individualized instruction in writing because it was not clear they were gaining the skills they needed from large writing-intensive classes. Meanwhile, a demographic sea-change was taking place as Wright State University’s undergraduates were becoming younger and more traditional full-time students. But while the number of traditionally aged, campus-resident students taking full-time course schedules increased dramatically, many of the students continued to be employed, most outside the university, and were having difficulty balancing full course loads and outside employment. All these factors led to a 1998 plan to reform general education around areas of intellectual competency with defined learning outcomes in terms of skills and abilities for each GE area. The new program offered students more choices in most areas, thereby making it possible for large sections to be made smaller and often Writing-Intensive (WI) as well. By shifting from three to four hour courses, the new program also made it possible for students to be full-time with three courses (12 credit hours) rather than the four required under the old program. With fewer courses now required to be full-time and thus to qualify for financial aid, students would be able to spend more time on each course thereby enhancing overall student academic success.

Implementation of the new GE program took five years. Departments and colleges had to revise and rewrite the syllabuses for hundreds of courses to make them consistent with the stated student learning outcomes and the overarching goals of the program, and the university had to develop a daily schedule which would allow four-hour courses to meet for four contact hours per week. These two tasks were finally completed in spring 2003, and the new four-hour General Education program was implemented in Fall 2003. At that time a new GE oversight committee (UGEC) was charged with the task of developing a GE assessment plan that would address each of the six areas of the program. A comprehensive assessment plan for the new program is now in place, and assessment activities are underway in each of the six areas.

UGEC also revised the standard GE student evaluation form, tailoring the questions to match the expected outcomes for each of the GE areas as well as for the overarching goals of the program. Consistent with the objectives of the 2003–2008 Strategic Plan, the recently created learning outcomes for the Ohio Transfer Module and to make improvements relative to Criterion Five, the university is considering adding “community and civic engagement” to the learning outcomes of the GE Program. For more about the GE Program, see the next chapter on Criterion Four. The GE assessment plan
and preliminary assessment results will be available to the Review Team online and in the Resource Room.

Additional examples of program improvement resulting from outcomes assessment are evident across the university. A few examples of improvements noted in the 2003–2004 Assessment Reports serve to illustrate the tremendous range of outcome assessment’s continuing impact at Wright State University. Assessment results have led to:

- a new program in Liberal Arts for mentoring applied Music faculty;
- an increased instructional emphasis on how to write proper scholarly papers in Religion and Philosophy;
- a new workshop on using APA format for Social Work majors;
- moving a molecular/cell techniques class in the College of Science and Mathematics from the senior to sophomore level, upgrading chemistry equipment and facilities to give students more hands-on experience, and adding more methods classes in the psychology curriculum. Improvements were also planned and money allocated for computer science labs and teaching facilities;
- revision to the College of Education and Human Services’ Educational Leadership curriculum, the creation of an adaptive human services lab, and the scheduling of no cost test preparation sessions for the Social Science Education Praxis II test; and
- implementation of a test in the College of Nursing and Health to identify high risk students and to provide them counseling about preparation for licensure tests.

These few examples from just one recent year of assessment illustrate the many important ways assessment findings lead to improvements in the curriculum and in student learning.

**Faculty and Staff Involvement in Assessment**

The majority of full-time faculty members are directly involved in assessment activity. Since the inception of the formal assessment program, faculty have been at the center of designing plans, developing and introducing assessment measures, reviewing results, and implementing improvements based on assessment findings. Each program has an assessment coordinator, and either the faculty as a whole or a faculty committee is responsible for the analysis of the assessment data and for determining the actions to be taken based on those findings.

College Coordinators, who meet as an Academic Assessment Coordinators Committee (AACC), provide university guidelines and assistance to the assessment of individual programs. The standard plan and reporting formats were introduced by the AACC, as was a common exit survey of undergraduate students across the university that has been conducted since 2002. Currently, the Committee includes representatives from the degree granting colleges, general education, Academic Affairs, Student Affairs, University Libraries, and Computing.

In many departments, faculty involvement in assessment is especially high. In some cases, this is because of accreditation mandates, but in an increasing number of departments it is because faculty
have embraced the importance of assessment. The Center for Teaching and Learning has both promoted and supported faculty involvement by providing, since 1996, on average, two workshops per quarter on assessment, 46 total as of Fall 2004. In September 2003, Gloria Rogers from the Rose-Hulman Institute of Technology presented a day-long workshop on “Assessment: Elegance in Simplicity” that was attended by assessment teams from across the university. A few months later, a Spring 2004 workshop on revising assessment plans drew 74 faculty and staff participants, which was a strong indication of the continuing commitment faculty and staff have to assessment.

A large number of staff members participate in assessment activities, both in outcomes assessment of degree programs and in assessment of the Library, Computing and Telecommunications Services (CaTS), eleven Academic Affairs areas (such as University College, Center for Teaching and Learning, the Registrar, Honors, and cultural centers), and eleven Student Affairs programs ranging from admissions to career services. Although “service” outcomes sometimes replace “learning” outcomes, the same ten-part template and system of annual reporting is used by the university’s academic support functions. These programs are crucially important to the learning environment, staff participation in their assessment is essential, and assessment results have led to substantial changes. Early assessment of the University Division which advised new undergraduate students, for example, led to the creation in 1999 of a University College that would offer “orientation activities, a freshman development course, appropriate advising, and other support needed to improve student chances for academic success and move students into the colleges by the end of the freshman year with minimal interruption” (1998–2003 Strategic Plan, p. 12). Subsequent assessment has led to a highly integrated first year experience program that enrolls approximately 80% of the entering freshman class in learning communities that link GE classes to the freshman seminar and that for Fall 2005, resulted in the highest first year retention rate (73.1%) in the university’s history.

Professional Accreditations

The participation of both faculty and staff in assessment activity is carefully linked with their work to maintain professional accreditations that are maintained in programs throughout the university. Wright State professional programs are accredited by eighteen national and international agencies:

Raj Soin College of Business
- AACSB International—Association to Advance College Schools of Business

College of Education and Human Services
- NCATE—National Council for Accreditation of Teacher Education
- CAAHEP—Commission on Accreditation of Allied Health Education
- CACREP—Council for Accreditation of Counseling and Related Educational Programs
- CORE—Council on Rehabilitation Education

College of Engineering and Computer Science
- ABET—Accreditation Board for Engineering and Technology
Institutional Assessment

Wright State’s Outcomes Assessment activities, administered by the Office of the Provost, function in close collaboration with Institutional Assessment in the Office of Budget and Resource Analysis. Institutional Assessment collects and analyzes data on students from their entry into the university through their graduation, monitors their demographic characteristics, and tracks their satisfaction and success. The activities of both Outcomes and Institutional Assessment are reported on the same University Assessment Web site, and the data generated by Institutional Assessment provides valuable information to support and also supplement Outcomes Assessment.

Since 1977 the university has published an annual Student Fact Book that contains data regarding characteristics of all students, including longitudinal information that illustrates changes and trends in a variety of areas such as enrollment patterns, diversity, financial aid, grade point average, entrance status, age and gender of students, ACT scores, retention rates, and degrees awarded. The Student Fact Book is a resource that is widely known and used throughout the university. It is distributed in hard copy to over 200 persons, and is also available to the entire university community on the assessment Web site. Fact Book information is used in a variety of important ways, such as recruiting new students and faculty, orienting new faculty, development of retention initiatives, and developing collections for the library.

Student surveys provide additional inputs that are helpful on a variety of levels. All students entering the university complete a survey in which they indicate their expectations and aspirations for their time at Wright State. Upon graduation they are again surveyed to obtain their opinions of
whether their expectations were met, their opinions of the quality of the programs and services, and their degree of satisfaction with their experience at Wright State. In response to problems recently noted in the Exit Survey, for example, the Assessment Committee of the College of Nursing instituted student forums and made specific changes to a required course. Residence Services administers an annual student satisfaction survey for nearly 3,000 residents and gets a very good response. Athletics also conducts an exit interview with every senior student-athlete and has done so for years. The Noel-Levitz Student Satisfaction Inventory has been administered periodically since 1996 to develop a complete picture of the student experience and to uncover problem areas. Longitudinal results show that student satisfaction at Wright State mirrors that of students around the country. The University has also administered the National Student Engagement Survey (NSES).

The results of these surveys, in combination with other institutional data, are used for planning in virtually all segments of university operations. Admissions, First Year Experience, First-Year Retention, the Enrollment Management Committee, and college deans’ offices all use the data to understand the changing nature of the student body and to plan accordingly. University budgeting is strongly influenced by the data, and it is by design that university budgeting and institutional assessment are housed in the same department.

Challenges

As assessment at Wright State moves into its second decade of implementation, our challenge is to build on the momentum that has been established, to further intensify faculty participation, to gain greater efficiency and sophistication in assessment efforts, and to better communicate the goals and accomplishments of assessment to ourselves, our students, the university community, and beyond. To ensure that assessment efforts throughout the university are resulting in meaningful insights into how effectively the program is achieving its stated outcomes and in improvements where indicated, the university is initiating, in conjunction with Academic Program Review, a seven-year cycle of evaluating each assessment program beginning in 2006. Anticipated questions for the seven-year review include: Have assessment measures yielded meaningful results? Have the results led to improvements? Have faculty participated significantly? Are students aware of objectives and learning outcomes? Is attention to diversity apparent in assessment activity? Are distance learning offerings, minors, and certificates included in assessment activity? Responses to these combined questions should reveal the effectiveness of assessment in individual programs and identify areas where programs need guidance or assistance.
Core Component 3-b

The organization values and supports effective teaching.

Wright State University values and supports effective teaching, innovative pedagogy, and the development of high quality academic programs overseen by the faculty. The preamble to the University Statement of Purpose acknowledges the quality of teaching as a priority of the university by specifically designating “the achievement of excellence in teaching” first in its list of university objectives. The Statement further indicates that the “University shall pursue the foremost knowledge of teaching methodology and be a place of study and experimentation in this field.”

The university and its colleges and departments recognize and reward effective teaching, encourage innovation in curriculum, and support the development of new pedagogical methods to improve student learning. The performance of each faculty member as a teacher and mentor to students is evaluated annually and used in promotion and tenure decisions and in the distribution of merit pay. Although scholarship and professional service are also factors in these decisions, the Faculty Handbook states, “At Wright State University, student learning is the primary objective. Hence, even though scholarship and service are important components of a faculty member’s responsibilities, teaching is the primary function of the faculty.”

The value placed on effective teaching and quality of the academic programs is exhibited at every level of the University. Major university organizations that support the academic programs include the Center for Teaching and Learning (CTL), which is the primary university-wide resource for faculty development, the University Libraries, the Registrar’s Office which, along with CTL, has responsibility for the maintenance and upgrade of university classrooms, and Computing and Telecommunications Services (CaTs). University policies and procedures also ensure the quality of both the curriculum and instruction, and innovation in pedagogy.

Budgetary support for academic programs is everywhere apparent. As indicated in Chapter Two and later in this chapter, 67.6% of the university’s total education and general expenditure budget is expended for instruction and academic support.

Recognition and Evaluation of Effective Teaching

The university, its colleges, and University Honors Program recognize and encourage superior teaching through ongoing faculty evaluation and support, and they celebrate teaching through awards for teaching excellence. The university, through nominations by the colleges and at the recommendation of the University Promotion and Tenure Committee, annually selects a Distinguished Professor of Teaching and recognizes an Outstanding Instructor and an Outstanding Lecturer for their demonstrated excellence in teaching. Other university awards focus on the combination of teaching, scholarship, and service, with requirements for a commitment to student mentoring and excellence in the classroom. These honors include the Early Career Award that recognizes the accomplishments of faculty members during their first four years at Wright State, and the University Professor award that recognizes outstanding accomplishments and contributions to the university throughout a faculty member’s career. In addition to university awards, each college
and many departments sponsor awards that recognize outstanding faculty performance in the classroom. The University Honors Program, for example, recognizes the Outstanding Honors Teacher each year.

The annual evaluation of faculty teaching consists of both student and peer review. The Collective Bargaining Agreement between the university and the American Association of University Professors and the WSU Faculty Handbook specify that all faculty members must be evaluated by students in each quarter that they teach and at least once a year for every course taught. The criteria for the evaluation of teaching are detailed in each department’s bylaws. The performance of untenured faculty undergoes peer-review annually by department faculty. The results of the peer evaluation are communicated to the faculty member and are included in the faculty member’s annual evaluation by the Department Chair and in the progress-toward-tenure statements from both the chair and the Department Promotion and Tenure or Faculty Development Committee.

Support for Effective Teaching and Student Learning

Center for Teaching and Learning

The Center for Teaching and Learning (CTL) is the focal point of faculty development within the university. CTL was established in 1993 “to foster an institutional culture that places a high value on teaching and learning.” In 1997, Media Services and the University’s Television Center were merged with CTL to provide a better integration of faculty development and instructional support. In this expanded role, CTL supports faculty development and training, is responsible for electronic classrooms and classroom support throughout the campus, and provides technical support for the development of online courses and distance learning programs.

CTL’s Faculty Development Program supports the faculty through a yearly orientation for new faculty members, including TA’s and adjuncts, and a program of workshops, teleconferences, and presentations on topics of pedagogy, technology in the classroom, ethics, and other topics of faculty interest. CTL has also initiated an evening program of pedagogical support and training for adjunct faculty, and has recently launched, in collaboration with the College of Education and Human Services, an online professional development course for faculty.

CTL annually offers a Core Curriculum that focuses on course design, improving pedagogical skills, teaching to a diverse population, and assessment techniques. The number of participants in these workshops attests to their popularity with and significance to the faculty.

Each attendee at a CTL workshop receives a certificate of participation to provide documentation of his/her commitment to enhance teaching skills and student learning.

\[\text{See Chart 3-1}\]
CTL also coordinates the awarding of *Teaching Enhancement Grants* to assist faculty in curriculum development and in improving the quality of teaching. These grants, tied to the university’s strategic plan, have supported the integration of technology into instruction, the development of new general education courses, and the use of service learning. Each year the university solicits faculty proposals within a set of priorities drawn from the strategic plan. Faculty can request a combination of money and release time for the creation or redesign of courses. The proposals are evaluated by the CTL Advisory Council, with the Provost and Vice President for Curriculum and Instruction making the final selection.

In addition to the above, CTL provides comprehensive training to faculty in the use of instructional technology, utilizing the *Web-CT* platform, beginning with courses on the basic use of multimedia in classroom lectures to transforming face-to-face classes into fully online courses. To complement this training, CTL provides one-on-one consultation with experienced instructional designers to assist faculty in the utilization of instructional technology. CTL also creates specific learning products—audio, video, graphic, photographic, and multimedia—for faculty use and provides technical support necessary for onsite, online, and video-based courses to ensure that the technology functions appropriately. To meet faculty on-campus technology needs, CTL personnel have designed and built approximately 100 electronic classrooms. In addition to maintaining these classrooms, CTL staff deliver instructional equipment to all classrooms and laboratories on campus. For online courses, CTL maintains the course management software and server used by faculty teaching web-based and web-enhanced courses. For video-based courses, CTL designs, builds, and maintains the video-based classrooms on campus and the infrastructure that supports these classes.

The success of the collaboration between the CTL and faculty is evident in the growth in faculty use of technology in their courses. During the Winter quarter of 1999, for example, a total of 200 students were enrolled in web-only and web-enhanced courses. By the 2005 Fall quarter, the number had grown to 14,000. During the same time period, the number of students enrolled in video-based courses grew from an average of 25 per quarter to over 300 per quarter.

**Wright State University Libraries**

The University Libraries provide the cornerstone of the support for academic programs and scholarship at Wright State University. The *Paul Laurence Dunbar Library* has approximately two million bound volumes and microforms, and maintains subscriptions to 3,800 periodicals. The Library also houses special collections on the Wright Brothers, regional history, and the history of African Americans. A member of and the fiscal agent for OhioLink, the Dunbar Library is open 7:30 a.m.–midnight, Monday–Thursday; 7:30 a.m.–6 p.m., Friday; 10 a.m.–6 p.m., Saturday; and 1 p.m.–midnight, Sunday, to meet student and faculty needs. In Fall 2005, the Dunbar Library celebrated the opening of a built-in coffee bar in the Group Study Room, a popular gathering spot for both students and faculty, particularly given the inviting fiction collection nearby!

In 2002, with funding from the Office of the Provost, the University Libraries established the *Student Technology Assistance Center (STAC)* to assist students with the use of information technology related to classroom presentations, research assignments, projects, etc. STAC instruction uses trained library personnel as well as peer mentoring.
The *Fordham Health Sciences Library*, located in the Medical Sciences Building, serves as the primary library for students in the Schools of Medicine, Nursing, and Professional Psychology. The library has over 130,000 volumes and 1,100 serial subscriptions. *The Lake Campus Library* has 25,000 volumes and subscribes to over 300 periodicals. In addition, the materials at the Fordham and Dunbar libraries are available to Lake Campus students and faculty via requests on the library’s web site. Material requested via the Internet is generally available to students and faculty within two to four days of the request.

**Computing And Telecommunications Services**

Computing and Telecommunications Services (CaTS) is responsible for campus networking, Internet access, and administrative and academic computing resources. CaTS supports student computer laboratories in the basement of the Library and Library Annex, Creative Arts Center, Millett Hall, Rike Hall, Allyn Hall, the residence halls, and various classroom computers and workstations. The majority of the computer laboratories are open 24 hours a day with machines connected to the Internet, laser printers, and numerous standard software applications. The computers in these labs also provide high-speed access to larger computer platforms, such as the WSU UNIX system, the University Library databases, and other Internet resources. To improve connectivity for students, CaTS has installed wireless networks throughout campus.

To facilitate distance learning, the use of technology by students, and communication within the university community, the university has created the new **WINGS** (Wright Information, News, and Groups Services) portal to the university computer network. Through a single sign-on, the WINGS portal allows the university community to access common university services, online course content, e-mail, and collaboration applications such as “chat” and bulletin boards with common user interfaces. The **Course Studio** application within WINGS provides a customizable online environment specific to each course with access to additional teaching tools designed to enhance instructor/student communication.

**University Registrar’s Office**

The University Registrar’s Office works closely with colleges and departments, Facilities Planning, the Building and Grounds Committee, and the Office of the Vice President for Curriculum and Instruction (VPCI) to maintain university classrooms in good repair, ensure the availability of appropriate infrastructure including white boards, flexible furniture, etc., and works with CTL and the Office of the VPCI to continue to increase the number of electronic classrooms, and to otherwise implement the recommendations of the University Classrooms of the Future (UCOF) Committee. As stated in the Criterion Two chapter, at the recommendation of UCOF, the Provost established in 2004–05 budgets of $250,000 each to provide ongoing classroom technology upgrades and repair and to support the continuous creation of electronic classrooms. Too, as part of the state’s capital bill, House Bill funds totaling approximately $1.2–1.6 million are also available to the University each biennium for instructional support.
Chapter Three

Curriculum Development, Oversight, and Innovations

The quality of the university’s academic programs is ensured by the continuing efforts of the faculty who have responsibility and authority for the development and oversight of all courses, certificate programs, minor programs, and major degree programs within the university. The importance of faculty authority over course content and curriculum is emphasized by its placement as Article 1 of the Wright State University Faculty Constitution: “The University Faculty shall determine the curricula leading to all degrees and certification programs offered by the University and shall determine the content of all courses in such curricula. The University Faculty shall determine the requirements for each degree offered by the University.” For undergraduate programs this authority is exercised by the WSU Faculty Senate through the University Undergraduate Curriculum and Academic Policy Committee (UCAPC), and for graduate programs by the Graduate Council. Guidelines for the development of curriculum are available at the UCAPC’s and Graduate Council’s Web sites.

Professional Development Leave

The University Professional Development Leave program provides opportunities for faculty to advance their academic qualifications “and enhance their contribution to the university as teachers and scholars (CBA, Section 29.1).” These leaves are available each year for up to thirty percent of the eligible tenured faculty who have served seven or more years without a leave, and faculty often receive three quarters of leave at 100% of their salary.

Faculty members have used this program to develop courses and teaching materials, to learn new teaching methodologies, and to establish expertise and experience that they can bring into the classroom. With a similar program shared by the Schools of Medicine and of Professional Psychology, these important development opportunities are available campus wide.

Innovative Pedagogical Partnerships

Wright State University’s commitment to innovative pedagogy extends beyond the borders of its campus, for the university actively seeks to create partnerships with other universities, government and private agencies, and international organizations to provide additional opportunities and unique learning experiences for its students. For example:

- Wright State University, the University of Dayton, and the Wright-Patterson Air Force Institute of Technology, are the founding partners of the Dayton Area Graduate Studies Institute (DAGSI) which now also includes The Ohio State University, the University of Cincinnati, and Miami University. DAGSI integrates the resources of the institutions in the partnership, including faculty, facilities, equipment, and other assets of the institutions. The DAGSI mission is to increase and improve the quantity and quality of graduate educational and research opportunities in engineering in Southwest Ohio.

- The College of Education and Human Services (CEHS) has entered into formal partnership agreements with eight Miami Valley pK–12 school districts to ensure the availability and consistency of high quality clinical field experiences for students in education programs. Partnership districts and schools work closely with CEHS to develop preparation programs for educators that reflect the current demands placed on teachers and students by federal, state and

3 www.wright.edu/ucapc/
4 www.wright.edu/sogs/gradcouncil/
local learning standards. All programs offered are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and are fully approved by the Ohio Department of Education.

- The Biology Department of the College of Science and Mathematics has entered a formal partnership with the Nature Conservancy that permits Wright State students and faculty to perform research on protected species in land overseen by the Conservancy.
- The Raj Soin College of Business has initiated an NCA accredited MBA program in the British Virgin Islands and two in China. It also started an on-campus cohort-based MBA.

Budget in Support of Teaching and Learning

Excellence in teaching and student learning is an institutional priority that results in strong budgetary support for faculty growth and development, for the academic programs, and for university initiatives such as reducing class size in the General Education courses.5

The commitment to provide the necessary support for student learning and the academic programs is demonstrated by the recent increase in total departmental funding, in spite of the financial constraints imposed by the reduction in state funding to the university.

The reputation of a university and its programs, of course, is derived from the quality and achievements of its faculty and the success of its graduates. Wright State University has over 560 full time faculty members dedicated to providing an excellent education to its students. The 1998 Strategic Plan, however, indicated that the university should implement an aggressive program to produce a “reduction of dependence on part-time and adjunct faculty.” This was reemphasized in May 2004 when the University General Education Committee (UGEC) adopted a 'Statement on Staffing of GE Courses,' which recommended that full time tenure-line faculty teach courses in every area of the General Education program, and that most General Education classes be taught by full-time faculty.

The table on next page, which lists full-time equivalent faculty categorized by tenure-line faculty, full-time nontenure-line (instructors, lecturers, and visiting faculty), and adjuncts, shows that the university has experienced some success in reducing the dependence on adjunct faculty.
As further evidence of the university’s strong commitment to continue to address this challenge, in July 2005, President Goldenberg sent a memo to the Provost and the Vice President for Business and Fiscal Affairs (VPBFA), stating the importance of recruiting “a significant number of additional tenure-line faculty in 2005–2008.” The President’s memo directs the Provost and the VPBFA to “work with the deans to identify and actively recruit needed faculty positions, and - barring unforeseen drops in state funding or enrollment or other fiscal set backs—to make necessary budget adjustments to make them possible.” The President’s memo is copied to Cabinet, the Council of Deans, President, AAUP-WSU, and President Faculty Senate (the President’s memo will be available in the NCA Resource Room).

As a response to the changing make-up of the faculty, the Office of the Provost has recently developed guidelines to differentiate the roles of tenure-line faculty, other full-time faculty, and adjuncts. In these guidelines, tenure-line faculty are identified as the core faculty of each academic department. They should thus, as a rule, teach more than 50% of courses at the 300 level or above and pursue an active research agenda. Instructors, lecturers, and visiting faculty are expected to generally teach basic level undergraduate courses and serve as replacements for tenure-line faculty who are on temporary leave from their departments. Adjunct faculty may also be used as temporary replacements for full-time faculty who are on leave, as a temporary response (three years or less) to enrollment growth, and to provide expertise in specialty fields that do not have sufficient student demand to justify the hiring of a full-time faculty member. The objective of the university’s staffing plan is to ensure the presence of substantial tenure-line core faculty in each academic program, while providing the flexibility to adapt to changes in enrollment and temporary staffing requirements.

### Challenges

Rising enrollments, budget challenges, and uncertainty in state funding combine to tax the university’s fiscal and faculty resources. Although the total number of faculty has increased in recent years, the size of the faculty has not always kept pace with enrollment increases. Moreover, the percentage of credit hours taught by full-time faculty has decreased over the past five years. The university is making a concerted effort to increase the number of tenure-line and other full-time faculty each year, and full-time lecturers and instructors have been hired to reduce dependency on adjuncts.

Budgetary constraints affect the growth and services offered by all university organizations that support student learning and faculty development. One particularly noticeable and significant
example is provided by the University Libraries. The increasing costs of subscriptions to journals and other scholarly publications have led to several reductions in the serial collection of the library. In response, Wright State University has participated in the development of the Electronic Journal Center of OhioLINK, which added over one thousand full-text journal and periodical titles online to faculty and students. Since 1996, the WSU Libraries acquisitions budget has moved approximately 60% of its dollars into electronic information resources, a change that makes information more timely and accessible to students and faculty. With the rising cost of electronic access and membership in OhioLINK, however, preserving the current level of service and resources will continue to challenge the library staff and budget.

The challenge of maintaining and improving the quality of academic programs and the level of organizational support in the face of decreasing financial support from the State of Ohio will, of course, continue to confront all academic and support units.
Core Component 3-c

The organization creates effective learning environments.

An important objective of the current University Strategic Plan (2003–2008) is to “enhance the academic success of students by creating a student-centered environment, improving upon current facilities, programs, co-curricular activities and technology.” While this is a continuous process, the university has undertaken several major initiatives to enhance the learning environment from matriculation to graduation. These initiatives have two primary objectives:

- to ensure that the campus environment facilitates student learning through its resources and its social climate, and
- to extend educational opportunities within and beyond the boundaries of the campus.

The University College

The 1998–2003 University Strategic Plan called for the establishment of a University College to “address the student academic needs during the freshman year and facilitate the flow of students into majors and ultimately to success in their educational objectives.” Formally established in 1999, the University College is the administrative division that supports first year undergraduate students, transfer students, and students who have not yet met the requirements to enter a major or degree program. The University College also works with both the students and the degree-granting colleges to facilitate student transition from the College to a major program.

The University College coordinates a nationally recognized First Year Experience program that is committed to helping new students acclimate to the university and acquire the tools necessary to achieve academic success. The First Year Experience begins prior to start of the Fall quarter classes with the Summer On-Campus Advising and Registration Program (SOAR), a common text, First Weekend, Freshman Convocation, and a community service activity called “Freshman Plunge.” During the first quarter, approximately 80% of students enroll in learning communities offered by the University College, the College of Liberal Arts, Science and Mathematics, Lake Campus, and other undergraduate colleges. A learning community consists of a small cohort of students taking classes together, usually consisting of a freshman seminar linked to general education courses. Program-based learning communities unite students and faculty from a particular program and are generally associated with introductory courses in the program, while seminar-based learning communities permit students to participate in structured learning experiences that focus on increasing the likelihood of student persistence and success at the University. Because of its success, the University’s first-year experience has been featured at national conferences, and in the international teleconference, “First Encounters,” sponsored by the National Policy Center for The First Year Experience. The university is currently participating in The Foundations of Excellence Project of the National Policy Center for the First-Year of College as one of 13 four-year institutions selected as the 2005-06 inaugural cohort. Wright State will use this project to achieve even greater enhancement of the first-year experience across the University. The University College oversees the university’s first-year retention efforts and has seen the university’s first-year retention rate increase from 67% to 73.1%
in the Fall of 2005. The 2005 Ohio Performance Report which reflects data from previous years, shows that the state average for open admissions institutions was 65% for first-time, full time, degree-seeking students.

**The University Honors Program and Honors Residential Community**

The *Honors Program* serves as an academic and social home to over 1000 undergraduate students. Admission to the program for freshmen entering Wright State is based on the student’s high school grade point average, ACT or SAT scores, and high school class rank. Continuing students must have a 3.0 grade point average at Wright State and be recommended by a member of the faculty. Academic and career counseling are available to Honors students, as well as leadership and service opportunities through the Student Honors Association, the freshman honorary society, and in the Honors Community organizations. The *Honors Residence Community*, a 384-bed facility that opened in the Fall of 2002, features a faculty member-in-residence who lives in the building and maintains an office there, and provides a living-learning environment that allows Honors students to grow in both their academic and personal lives. The *International Honors on Campus Program (IHOP)* is located in the north wing of the Honors Community. The Honors Program has recently established a National Scholarship Resource Center to facilitate and prepare honors students for success in National competitions, and has inaugurated an annual Honors Institute.

**Support for Student Academic Success**

The *Student Academic Success Center (SASC)* in the University College coordinates a number of units that provide academic support for all students, including online assistance for distance education students. These units include University Tutoring Services, the Writing Center, and the Math Learning Center. The Athlete’s Resource Center, housed in Student Affairs and located contiguously to SASC, provides similar academic support for student athletes. The university also provides through the University College courses in stress management, critical reading, and remediation of basic skills in mathematics and writing.

Tutoring Services maintains a database of student tutors and will arrange tutoring sessions upon request of a student. For freshmen, the university provides one free hour of tutoring per week in each subject. Tutoring Services will also arrange additional tutoring for freshmen, as well as for students who have completed their freshmen year of studies.

Tutoring Services also provides supplemental instruction for large lecture classes, particularly at-risk courses. In these sessions, which are offered several times a week, a session leader trained by Tutoring Services reviews the topics presented in the lectures and helps students develop problem solving skills and prepare for examinations. These sessions are free and open to all students enrolled in a course.

The Math Learning Center and the Writing Center provide assistance in mathematics and writing on a walk-in or appointment basis. These services are available to all students free of charge. The
Student-Athlete Resource Center provides study space and computer facilities for student-athletes to complete supervised mandatory study hours. The Center serves approximately 110 student-athletes per week.

The College of Science and Mathematics (COSM) offers additional support in mathematics through its Wright Math Program for students underrepresented in STEM (Science, Technology, Engineering, and Mathematics) disciplines, and the College of Engineering and Computer Science (CECS) does the same through its Wright Stepp program. Entering CECS students also have the opportunity to participate in a week-long Academic Advantage “boot camp” taught by CECS faculty. The College of Nursing and Health (CONH) offers a S.M.A.R.T. (Student Mentoring and Retention Team) program “designed to serve the academic and emotional needs of all pre-nursing and nursing students through mentoring, education, and resources.” All entering first-year students have the opportunity to participate in the pre-fall writing workshop sponsored by the Department of English in the College of Liberal Arts. Other opportunities available to first year and other undergraduate students are detailed in the Current Practices Inventory (CPI) for the first year experience, developed as part of the Foundations of Excellence Project (see Resource Room).

The university also values small classes, personal interaction with other students and faculty, and comfortable and convenient study areas to promote a feeling of community. To achieve this, the university has made the reduction of class sizes a priority, achieved a national reputation for the high level of individual attention faculty give to students, and located student study lounges near faculty offices in all new and remodeled academic buildings.

**Student Activities, Residence Services, and Disability Services**

The Offices of Student Activities and Residence Services work closely with others across the university to enhance students’ total university experience. Residence Services offers learning communities for resident students, thereby providing a bridge between the classroom and out-of-class campus life, and provides a Residential Learning Community that permits first-year students who live near one another to take common classes together. For the large number of Wright State students who commute, Student Support Services provides a series of commuter services including “Good Morning and Good Evening Commuters” events, a “Finals Survival,” and a commuter lounge located adjacent to the Student Activities Office, thereby making it easy for commuters to access information about campus life.

The Office of Disability Services (ODS) provides support to students with physical or learning disabilities. Physical support services are designed to enable students with physical disabilities to participate in university activities and attain the highest degree of independence compatible with their disability. Academic assistance available to students with disabilities includes coordinating classroom accommodations, providing suitable learning materials, and proctoring examinations when additional time and/or reading and writing assistance are needed due to disability-related limitations.
Cultural Support

Multicultural Centers and Programs

The university’s cultural centers, the Asian/Hispanic/Native American Center (AHNA) and the Bolinga Black Cultural Resources Center (BBCRC), provide vital cultural services and support for students of color, and work closely with the academic programs, as well as with the Women’s Center, Women’s Studies (WS), and African and African-American Studies (AAFS) Programs. The Women’s Center serves as Wright State University’s focal point for women’s issues on campus and as a gathering place for students and faculty interested in these issues. It provides professional development for faculty and staff on gender issues in teaching, learning, and in the curriculum. It also provides resources for the Women’s Studies Program and other departments throughout the university. All of the multicultural centers and the AAFS and WS programs are housed together in contiguous space adjacent to student lounge space on the first floor of Millett Hall (For more about these centers, see Chapter Five).

University Center for International Education

The University Center for International Education (UCIE) provides study abroad opportunities for all students, and counseling, support, and administrative assistance for international students at Wright State. International students receive assistance in the admissions process, advice on immigration and visa regulations, and are offered programs and information to aid their transition to life at Wright State. UCIE also provides grants to faculty for internationalizing the curriculum and features monthly brown bag lunches that facilitate the sharing of international cultural experiences and promote study abroad (more about UCIE appears in Chapter Five).

“Teaching for Inclusion”

In response to an RFP from the Provost’s office to facilitate the ability of faculty to teach our diverse student body, the Center for Teaching and Learning, in collaboration with the University Diversity Advisory Committee (UDAC), coordinated the creation of a Teaching for Inclusion resource book for faculty. Upon publication this book, written by a group of WSU faculty and staff, will be given to all members of the faculty. CTL is currently offering a series of workshops around specific chapters in the text to solicit campus feedback before the volume is published. CTL also regularly offers workshops for faculty and book group discussions around topics of diversity, including students’ learning styles.

The Challenging Learning Environment

Traditionally, the classroom has been the center of faculty teaching and student learning. The increasing utilization of technology in teaching and learning, however, has produced significant changes both in the classroom and beyond. The most noticeable incorporation of technology into the learning environment on both the Dayton and Lake Campuses is the increase in the number of electronic classrooms. Currently approximately 100 of the 128 general classrooms on the Dayton campus are electronic. At the Lake campus, all general classrooms will be electronic classrooms by Fall 2007. In addition to the electronic classrooms, the university has three IVDL classrooms
Computer laboratories exist throughout the campus; a simulated stock exchange/trading center—the MTC Technologies Trading Center—opened for students in the Raj Soin College of Business in October 2005; 10 examination rooms are available in the College of Nursing and Health where nursing students can tape their physical exams for review with faculty and for pre- and post-testing; and a Geographic Information System laboratory exists in the College of Liberal Arts. These specialized classrooms contribute to the cutting edge teaching and learning environment the university intends to create across the institution. Renovations currently underway as part of the comprehensive science labs project and the Russ Center expansion, coupled with other projects included in the University’s Master Plan, ensure that the university will achieve its goals in these areas by 2012. Within the classroom, the university is replacing fixed-seating with more flexibly designed furniture to encourage meaningful interactions between faculty and students and to accommodate the use of technology.

As part of its recognition that effective learning extends beyond the physical confines of the classroom, the university has expanded student lounge and study space in new and renovated buildings. In Millett Hall, for example, home to the College of Liberal Arts, a major renovation created eight student lounges with over 4,000 square feet of study area. These lounges are spread throughout the building, inviting students to congregate near the classrooms and faculty offices. The mix of faculty, student, and instructional spaces in each building is intended to create a friendly learning environment outside of the classroom and encourage informal student-faculty interaction.

**Distance Learning Degree Programs**

Currently, students can complete five degree programs completely online, one—the RN-BSN program in the College of Nursing and Health—at the undergraduate level, the remaining four at the Master’s level: Rehabilitation Counseling (College of Education and Human Services), Human Factors Engineering (College of Engineering and Computer Science), Logistics–Supply Chain Management (Raj Soin College of Business), and Family Nurse Practitioner / 1st and 2nd Master’s (College of Nursing and Health). In the future, as the university updates its 2001–2006 Distance Learning Plan, additional distance learning degree and certificate programs, with HLC/ NCA’s approval, will be developed, primarily at the Master’s level, in a number of areas.

**Community and Civic Engagement**

Not all extensions of the learning environment beyond the classroom are based on technology. Cooperative education, internships, and practica organized by the Department of Career Services and by individual academic departments and colleges have long been a part of Wright State’s learning environment. A relatively recent addition to these programs is Service Learning. The College of Liberal Arts has a Service Learning Committee and Coordinator, supporting an increasing number of students and faculty who are joining with community service agencies to enhance both learning and service goals. The university’s Center for Healthy Communities also serves as an important regional resource for service learning in the health professions schools at Wright State. The University College will expand the first-year experience to include service learning by Fall 2006 or 2007; and a university-wide Community and Civic Engagement Task Force has been working over the past year to recommend appropriate expansion of such opportunities across the university.

---

1 See draft 2007–2011 Distance Learning Plan in the Request for Institutional Change section of Volume I of the Self-Study.
Study Abroad

While many students extend their study in various settings in the surrounding community, others explore opportunities throughout the world. The University Center for International Education (UCIE) facilitates short term group exchanges with international partners and academic programs in other countries. In recent years, Wright State faculty members have guided students to Brazil, Italy, and France to study art, literature, history, and language. The Honors Program annually takes a group of students to Chile. In addition, Wright State participates in the University Studies Abroad Consortium, which permits Wright State students to take classes in a number of countries throughout the world. The university remains interested in exploring study abroad as an approved alternative to parts of the GE Program, and as valuable learning experiences offered during the December Intersession. Even students who do not travel abroad as part of their education gain international awareness and understanding by interacting with fellow students from around the world. In the Fall of 2005, for instance, 562 international students from 67 countries attended Wright State. The international student population at Wright State grew steadily through the decade of the 1990s and the early 2000s, but has recently dipped slightly.

As the chart to the right shows, international student enrollment continued to grow unexpectedly, even after the travel restrictions and security concerns that arose following the terrorist attacks of September 11, 2001.

Challenges

The adoption of a four-credit hour GE Program, the increased use of electronic classrooms, and steady enrollment growth have put classroom space at a premium during prime daytime hours. Recommendations from ongoing assessment activities, the University Buildings and Grounds Committee, and ad hoc committees such as the University Classrooms of the Future Committee (UCOF) will continue to advise the university on the adequacy and configuration of classrooms on the Wright State campus. To address space pressures, UCOF has advised the university to accelerate the offering of some courses and degree programs, via the December Intersession and similar vehicles, as well as on line; to consider a Weekend College; to move more of its curriculum off campus via course offerings in facilities in the community consistent with the objectives of the current strategic plan; and to use criteria developed by UCOF to move some units and programs permanently off campus and/or away from the campus core. The university is currently considering all of these strategies for freeing up classrooms and other space on campus, and offered a December 2005 Intersession with more than 30 courses at the undergraduate and graduate level. Over 700 students enrolled!
Core Component 3-d

The organization’s learning resources support student learning and effective teaching.

Wright State University recognizes that effective teaching and student success require not only a dedicated faculty and committed students, but also an infrastructure that supports scholarship, learning, and pedagogical training. The university has assembled an excellent academic support team to provide student advising and mentoring, instructional resources, training in the use of new technology for both faculty and students, and for the continuing development of faculty members. Many of these organizations have been mentioned previously because of the critical role that they play in the daily activity of the university and its students. Among these are the University College, University Libraries, the Center for Teaching and Learning, Communications and Telecommunications (CaTS), the University Center for International Education, Disability Services, the Student Academic Success Center and the Multicultural centers.

In this section we extend the list of campus programs and organizations that provide counseling and academic support to students at Wright State. These organizations provide further evidence of the commitment of the university to provide its students with the means and opportunity to succeed in their academic studies. To ensure the effectiveness of the learning resources that are available to students and faculty, every organization that supports student learning and effective teaching participates in the University Assessment Program.

Academic Advising and Other Academic Support

Student advising informs students about the programs at Wright State and assists them in their efforts to successfully complete their chosen programs. Undergraduate student advising begins in the University College with the Academic Advising and Transfer Services (AATS) team of 12 full-time academic advisors and Developmental Education advisors who together advise approximately 5,000 students, most of them freshmen, sophomores, and transfer students. In the University College, students follow curriculum guides tied to their intended majors which describe required courses for first and second year students and suggests to students how long they are expected to be in the University College before they enter their intended major.

Students in need of remediation in mathematics and writing are required to take and successfully pass developmental education courses in these subjects until they are prepared for college-level courses. Approximately one-fourth of the entering freshman class places into at least one developmental education course, usually mathematics, each Fall. 70% of these students complete these courses on a first attempt, and they subsequently earn a grade of C or higher in college level courses taken within one quarter of completion of respective developmental education courses.

Any first-year student whose GPA falls below 2.0 is required to participate in a contractual intrusive advising program with his/her assigned advisor. The conditions of the “contract” require students to seek assistance from the academic support services that have always been available to them, to meet regularly with their academic advisor, and where appropriate, to participate in the college’s
“Phoenix” Program. “Phoenix” was first implemented in the Fall of 2004 to offer a second chance to members of the Fall 2003 cohort who were eligible for academic dismissal. Of the 110 students eligible for dismissal, 53 signed up for the program; after Phoenix, more than 50% of these students were academically eligible for continuation at the university.

As students move from the University College to their major colleges, the focus of advising shifts to the requirements of the college and the degree program. Professional staff advisors in the colleges and departments assume the responsibility for program requirements advising, while faculty advising focuses increasingly on program objectives and learning outcomes.

To further assist advising efforts, the university has implemented a Degree Audit Reporting System (DARS), an automated process for tracking a student’s progress toward completion of an academic program. Students and their advisors are able to compare courses the student has taken, including transfer courses, to the requirements for a degree, thereby simplifying both registering for classes and planning for graduation. Academic Advising across the university is overseen by the University Academic Advising Council which consists of professional advisors from all undergraduate colleges, as well as the University Registrar, three of the Registrar’s Office staff, and a staff member from the Admissions Office. Council members share key information and encourage consistency across the University, including in the application of transfer credit, and in academic advising, and they encourage adherence to best practices as prescribed by the National Academic Advising Association (NACADA). The Assistant Vice President for Articulation and Transfer also meets with this group to ensure awareness of changes in state policy (H. B. 95, e.g.) and adherence to the same.

**Inter-University Cooperation**

Recognizing its responsibilities as a member of a state-wide system of higher education, Wright State is playing an active role in the development of the inter-university Transfer Assurance Guides (TAGs). Mandated by the Ohio State Legislature, via H. B. 95, to facilitate articulation and transfer of classes among state supported universities and 2-year colleges through the development of a universal course equivalency classification system, the TAGs system removes institutional barriers and prevents course duplication when students transfer within the state university system.

The statewide degree audit system called “Course Applicability System (CAS)” is an online system that permits students to determine which courses will transfer from their home institution to another state supported Ohio university or college. On the CAS Web site, students who are considering transferring into a major at another Ohio institution can perform a course audit (called a planning guide) that indicates which of his/her courses transfer and that lists the courses that can be taken at the current school as part of the program.

**Assessment of Support Organizations**

Every organization and center within the university that supports student learning participates in the University Assessment Program which was described in criterion 3 b. In addition to the University Assessment Program, several of the major support organizations regularly participate in an external review and assessment of their programs.
The University Libraries, for example, utilize LibQUAL, a national web survey developed by the Association of Research Libraries and Texas A & M University Libraries, to compare its facilities and services with those provided by other universities throughout the country. The results of the previous external assessments have been positive and the Library will continue to utilize LibQUAL as an external measure of the quality of service provided to the university community.

Because of its multifaceted role in both faculty development and instructional support, the Center for Teaching and Learning employs several methods to assess the quality of its services. Every five years, an external panel reviews the operations of CTL. The focus of the review in the year 2000, for example, was to evaluate the success of the merger of faculty development, distance learning, and instructional support into a single organization. In recognition of the increasing importance of web-based courses and distance learning, CTL’s distance learning program underwent an external review in July 2001 to examine the capabilities, potential, and drawbacks of the expansion of online courses and degree programs at Wright State University. Both of these reviews indicated that the programs of CTL were making a significant contribution to the teaching and learning infrastructure of the university.

CTL also undergoes periodic internal reviews by the Office of Internal Controls and Audit Services. Two of the committees of the Faculty Senate - the Instructional Technology and Building and Grounds Committees—regularly survey faculty about their level of satisfaction with the Center’s support of instructional technology and classroom support. Within the CTL, the quality of services is assessed on a continuous basis. Clients of the CTL are directed to an assessment web page upon the completion of any workshop or service to provide feedback on the quality of that service. The results of these assessments are reviewed by the CTL Leadership Team and the CTL Advisory Council and addressed accordingly.

**Opportunities to Improve**

- In an open admissions university, the level of ability and of preparedness of entering students understandably varies significantly. Since 1996, the average attrition rate of full-time undergraduate students in their first year at Wright State is 29% for freshmen entering directly from high school and 28.3% for transfer students. Since 1996, the retention of first-year students has increased from an average of 69.9% to an average of 73%. For students in learning communities, the retention rate is even higher. The retention rate of African American student is, in general, approximately the same as that for all students. Still more must be done to retain and graduate more students. The university is thus in the process of developing written recruitment and retention plans as part of its University Enrollment Plan, which will set realistic goals in each of these areas.

- The university is also currently undertaking a graduation rate study to identify and address those institutional barriers to timely completion of the degree, and it has accelerated its efforts to bring students back to the university who left without completing their degrees. The university’s current six-year graduation rate for entering freshmen is 40.3%, but increases to 46.3% when students who begin at Wright State but graduate from other Ohio institutions are factored in.
A primary role of the student advising unit is to identify at-risk students and propose tutoring and other programs that increase the opportunities for these students to achieve academic success. The challenge is to effectively utilize the advising system and student support organizations to continue to improve retention and graduation rates, while enhancing student acceptance of the responsibility to avail themselves of abundant resources available to them.

Though class and classroom availability will continue to present challenges to the university, we are confident that continued implementation of the recommendations of the Classroom of the Future Committee in a timely manner will meet these challenges.

Now that the Degree Audit Reporting System (DARS) and Course Applicability System (CAS) are fully implemented, the challenge is to continuously inform the students of these systems and to seamlessly integrate their capabilities into student advising. The University will continue its efforts here.

Conclusion

The faculty and staff take great pride in the successes of Wright State University’s students as they compete successfully with students from other universities in academic competitions, as they achieve licensure and certification, and as they fulfill learning outcomes that prepare them for career advancement, graduate study, and personal development. Obviously the university takes very seriously the aspirations that bring students to Wright State, and works diligently to help students achieve their educational goals. The quality of the university’s academic programs is rooted in a faculty and staff committed to student success, and is attributable to the efforts of not only very talented faculty, but of numerous academic support organizations throughout the university as well, and, of course, to the dedication of the students themselves. The efforts of all of these groups provide undeniable evidence of effective teaching and student learning at Wright State University.

At the same time, it is important that the university continue aggressively its efforts to increase the number of tenure-line faculty and to identify and implement innovative measures to improve student retention and graduation rates. This will require the commitment, resources, and continued leadership of the university administration, the University College, the student support organizations, Student Affairs and Enrollment Services, and the colleges and departments across the university.

---

10 See item #8 of the institutional improvement plan (IIP)
11 See item #8 of the institutional improvement plan (IIP)
12 See item #8 of the institutional improvement plan (IIP)
13 See item #4 and 8 of the institutional improvement plan (IIP)
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Introduction

In the acquisition, discovery, and application of knowledge, Wright State University embraces the core values of lifelong learning, integrity, diversity, responsiveness, and social responsibility. From the new General Education Program, implemented in 2003, to innovative new graduate programs that stress interdisciplinary scholarship, Wright State University serves the community through the discovery and application of new knowledge, the application of new technologies, and attention to globalization and diversity in the curriculum.

Internally, Wright State is organized to ensure support for the responsible use of knowledge in research, service and instruction. The expression of the above values and allocation of the means to realize them indicate that WSU is conscientiously pursuing its mission to discover, acquire, and apply knowledge in a manner that is evident to and inclusive of the faculty, staff, administrators, students, and community, and that promotes and facilitates a life of learning for all those whom it serves.
Core Component 4-a

The organization demonstrates, through the actions of its board, administrators, faculty, and staff, that it values a life of learning.

Wright State University’s appreciation for lifelong learning is manifest across the entire range of institutional activity—in the university’s mission documents; its planning, outreach, and assessment practices; policies and governance structures; budgeting, finance, facilities, and effective resource management; professional development programs; and in the outcomes of scholarship, teaching, research, and learning in general. Moreover, these institutional activities are, by intent and practice, mutually informative. Wright State has thus created a learning environment that supports academic freedom and diverse modes of inquiry in teaching and learning, and that provides appropriate incentives and support to make that inquiry both fruitful and meaningful.

The Wright State learning environment is also one that celebrates the accomplishments of students, faculty, and staff, thereby encouraging even greater achievements, and that continually encourages, seeks, and achieves institutional improvements. The university’s mission documents, which are approved by the trustees, attest to that body’s support for acquisition and application of knowledge for all of the university’s internal and external constituents. The substantial human (faculty, staff), financial (competitive compensation, lab start up costs, research incentives, research and teaching awards, etc.), professional (growth opportunities provided through CTL, the Professional Development Leave Program, etc.), physical (facilities, state-of the art classrooms and labs, research buildings, expansion of existing facilities like the Russ Center), technological (Internet II, WebCT, CTL, CaTS, and University Libraries Support), and other evidence of unparalleled support described throughout this self-study - including support for students and staff - attest to the administration’s support for a life of learning; the Faculty Constitution and the Collective Bargaining Agreement (CBA) echo this commitment; and, of course, students reflect this commitment both in their continuous enrollment at the university, the programs of study and careers they pursue, their pursuit of graduate programs and of ongoing continuing education opportunities.

As is evident from earlier chapters, particularly Chapter Three, teaching excellence is the university’s primary mission. As is clear from its mission documents, however—including the two most recent strategic plans, the Faculty Constitution, and the CBA—the university has an equally strong commitment to research and scholarship that address compelling needs of society and that thus serve the common good. Ranking third in research and external contracts among state-assisted institutions in Ohio, Wright State has been innovative, committed, and impressively successful in partnering with the community to address long-standing and emerging areas of needs. The volume and success of these efforts give powerful evidence of the university’s support for a life of inquiry, discovery, creativity, and social responsibility.
Inquiry and Discovery Via Research and Scholarship

Cutting edge research and scholarship contribute to the excellence of the university’s educational programs while contributing to the economic growth of the region and state.

Since 1996, Wright State’s external grants and contracts have increased from $26 million to $63 million, with the number of grant proposals increasing from 657 to more than 900, and the number of awards increasing from 457 to 573.$^{1}$

Examples of some of the university’s impressive research activities include:

- **Air Force Research Laboratory (AFRL),** which houses five of its ten directorates on the base and which focuses on Air Vehicles, Human Effectiveness, Propulsion, Materials and Manufacturing, and Sensors;

- **Wright Center of Innovation (WCI)** for Advanced Data Management and Analysis—a key component of Governor Taft’s Third Frontier initiative—which is expected to support over 500 jobs and $65 million in research over the next three years, thereby positioning Ohio as an international leader in data management innovation. New space is currently being constructed for WCI in the Krishan and Vicky Joshi Research Center at Wright State, the result of a $10 million dollar expansion of the Russ Engineering Center, much of it contributed by Krishan and Vicky Joshi.

- **Dayton Area Graduate Studies Institute (DAGSI),** a consortium of graduate engineering schools, including the Air Force Institute of Technology and Wright State University, that integrates and leverages combined resources to offer advanced engineering courses and conduct research in aerospace, automotive, and other high-technology sectors;

$^{1}$ See Figures 4-1 and 4-2.
The Wright Brothers Institute, a research and development partnership between WPAFB and regional universities and aerospace companies. One major project, “Secure Knowledge Management,” seeks to develop software programs that can be used to manage large volumes of data deemed vital to national security;

WSU’s Semiconductor Research Center, which, in 2000, secured a five-year, $8.7 million contract with WPAFB to “continue researching semiconductor materials for use in electronic devices such as high-speed radar and computer chips that can withstand everything from cosmic rays and radiation to the 7,000 degrees inside a jet engine”;

A WSU-WPAFB research partnership centered on spatial disorientation (SD), a phenomenon in which a pilot’s perception of the aircraft’s position and motion relative to the earth’s surface can lead to major mishaps; SD is currently the leading cause of aircraft mishaps in both the civilian and military sectors;

Another WSU-WPAFB research project focused on improving jet engines by making them more durable and efficient; and

The CAVE, a virtual environment generator at WPAFB, where the director of WSU’s Virtual Environment Research, Interactive Technology, and Simulation (VERITAS) facility, which houses the CAVE, is leading a team of scientists conducting leading-edge research in the sensory, motor, and cognitive underpinnings of human performance in synthetic environments.

A 2004 Ohio Board of Regents award to Wright State of $731,000 to establish an Eminent Scholar Endowment, an amount that was matched by LexisNexis. The funds will endow the LexisNexis Professorship in Advanced Data Management and Analysis in computer science and engineering.

Other significant research scholarship by college/school includes the following:

The College of Science and Mathematics participates in the Genome Research Infrastructure Partnership, led by the University of Cincinnati; conducts the C.L.A.S.S. project (Creating Laboratory Access for Students in Science), considered a national model, which trains science teachers in creating laboratory and field experiences that are universally accessible for students with disabilities; participates in the Consortium for Environmental and Process Technologies which conducts research related to all aspects of monitoring, evaluation, and remediation of dioxin and dioxin-like agents; runs the Institute for Environmental Quality and the Environmental Sciences, which seeks to develop better ways to identify pollutants and other stressors in aquatic systems; studies the safety of drinking water all over the world; seeks to understand the human capabilities and limitations of working efficiently in highly complex team environments (firefighting, military maneuvers, international business, manned space flights, etc.); and has developed a technique that quickly and precisely measures the amount of genetic diversity a population harbors at the molecular level.

The Boonshoft School of Medicine (BSOM) is involved in numerous research projects, including through the internationally known Lifespan Research Center, which studies genetic epidemiology, population, and public health; the Center for Brain Research which seeks new ways to treat neurological diseases such as epilepsy, chronic pain, and spinal cord injuries; Health Link Miami
Valley Network, which has developed an integrated electronic management information system to identify community members who do not have appropriate health care; etc. BSOM is also studying the impact of low-level doses of chemical weapons on behavior, blood pressure, and genetic expression, especially for Gulf War Syndrome; the impact of drug use and treatment in adolescents, and the disabled; the genetic epidemiology of CVD risk factors; and is actively engaged in several other significant projects.

- **The College of Nursing and Health** (CONH) is working across a 16 county region in the Nursing Institute of Western Ohio, a comprehensive, long-term approach to West Central Ohio’s nursing shortage. CONH also received a $143,000 grant from the National Institute of Nursing Research/National Institutes of Health to study mitral valve prolapse, symptom management, health concerns, role functions, and health service. Other faculty research also centers on responses to a variety of illnesses and initiatives to help people cope with diseases and their associated treatments, and to study factors contributing to and resulting from the national nursing shortage.

- During the recent Centennial of Flight Celebrations in Dayton, the **College of Liberal Arts** Field School in Archaeology conducted fieldwork at the site of the Wright Brother’s bicycle shop in Dayton, with funding provided by the Dayton Aviation Heritage Commission; the Department of History, with funding from the National Endowment for the Humanities (NEH), and in partnership with the Dayton Public Schools and the College of Education and Human Services, is directing a project to help students learn history; and the Department of English, with funding from the NEH, is working with school teachers to study British culture’s conflicted responses to WWI.

- **The College of Engineering and Computer Science**, in collaboration with the University of Albany, received a $953,801 grant from the U.S. Department of Energy to work with the Air Force Research Laboratory to develop methodologies to enhance performance characteristics of Y-Ba-Cu-O (YBCO) coated conductors. The college also recently received an NSF award of $3 million IGERT (Integrated Graduate Education Research Traineeship) grant to establish a new interdisciplinary program for training doctoral students to bridge the gap between learning, disability, and assisted technology research. The college also conducts computer modeling research to show manufacturing and military customers how their products will perform before they are manufactured and tested; creates software for image registration and segmentation that enables neurosurgeons to successfully locate and remove brain tumors; helps pilots fly better (see above); and, with the expertise and assistance of its new dean, will enhance the college’s presence in the field of nanotechnology. The Distinguished Professor of Mechanical and Materials Engineering in this college received the 2004 Solberg Award from the American Society of Naval Engineers for his significant research and development accomplishments in reliability-based design and optimization of undersea weapons.
The College of Education and Human Services has been involved in literacy research since the early 1990s, and in 2001 developed the Dayton Urban Literacy Institute to identify the strengths and weaknesses of classroom teachers, grades 1–4, that can be expanded or reduced to improve the reading abilities of students in their classrooms. The college has also been involved with both local and statewide efforts, though Reading Recovery, to teach reading to the most difficult to teach first and second grade students.

The Raj Soin College of Business has recently partnered with the Wright Center of Innovation (WCI) on programs in logistics and supply chain management; the partnership will develop and promote educational and research programs to enhance regional capabilities in this area;

The Lake Campus has recently established a Center for Grand Lake St. Mary’s Information and Research, and a Center for Economic Development Institute that builds upon the accomplishments of its Business Enterprise Center.

The University College and other units in the Division of Academic Affairs engage in research of a different sort, using current and longitudinal data (placement testing, attrition and success data) on an ongoing basis to improve student academic success, retention, and timely movement into the degree-granting colleges. The University College is currently leading the university’s participation in an institution-wide study, under the auspices of the Foundations of Excellence Project of the National Center of the First Year of College, to improve the first year of college for all Wright State students.

Clearly, then, Wright State University places a very high value on promoting and facilitating a life of learning. Chapter Three emphasizes the university’s strong support for teaching and student learning, all of which involves acquisition, discovery, and application of knowledge. The response to Core Component 4-d below provides additional information about the significant support the university provides for the above and for related research and scholarship activities.
Core Component 4-b

The organization demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational program.

Introduction

Wright State University promotes the importance of broad knowledge and skills and the centrality of intellectual inquiry to the educational enterprise by providing not just knowledge necessary for the immediate present, but by fostering an appreciation that new ways of thinking and understanding will be required to solve the problems of the twenty-first century. Students are thus not only educated in their particular specialties, but are also required through the general education program and encouraged through other alternative opportunities to transcend traditional academic disciplinary boundaries.

General Education

The University’s General Education (GE) program was implemented in the Fall of 2003 to emphasize the breadth of knowledge and skills required of the Wright State graduate. The program was created at faculty initiative and implemented by a Faculty Senate committee with numerous open hearings and solicitations of ideas and course proposals. Rather than defining GE areas by specific discipline or course titles, however, areas were defined in terms of desired learning outcomes that would create a breadth of knowledge and a variety of life-long skills across disciplines.

The overarching goals of the G.E. program are to help students:

- sharpen critical thinking, problem solving, and communication skills;
- learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community; and
- increase knowledge and understanding of the past, of the world in which we live, and how both past and present have an impact on the future.

These goals are carried out through the six areas of the program and the learning outcomes designated for each area:
### Chapter Four

**Critereon Four: Acquisition, Discovery, and Application of Knowledge**

**Figure 4-3 GE Areas and Course Objectives**

#### Areas of Programming

<table>
<thead>
<tr>
<th>Area</th>
<th>Learning Objectives</th>
<th>Examples for Assessment</th>
</tr>
</thead>
</table>
| Communication and Mathematics Skills | a. use writing processes to explore, refine, and shape ideas and to write coherently and appropriately for a variety of texts and audiences  
 b. develop logical and coherent arguments, and observe appropriate writing conventions,  
 c. show ability to identify main ideas and evaluate, analyze, and synthesize primary and secondary sources  
 d. use form, format, and interpret mathematical models  
 e. summarize and justify analyses of mathematical models or problems using appropriate words, symbols, tables, and/or graphs | 1. an essay discussing the implementation of the U.S. Congress' incorporating secondary sources  
 2. explanation of calculating one's own GPA  
 3. a portfolio of writing that includes various genres, multiple drafts, and explanatory writing  
 4. an explanation of why two measures of center (mean and median) can greatly differ in the same set of data  
 5. interpret and draw conclusions from a graph |
| English Composition Mathematics |                                                                                                                                             |                                                                                                                                                                                                                         |
| History                      | a. describe and analyze historical social elements of western culture  
 b. describe and analyze the global intersubjectivity of groups and of individuals                                                                                                                             | 1. the answer to a multiple-choice question about the role of logos in Greek Age of Greece  
 2. an essay discussing the choice of Islamic women to wear veils |
| The Non-Western World        |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| I. Human Behavior            | a. use multiple approaches to systematically analyze complex individual and institutional behavior culturally, sub-culturally, and inter-culturally  
 b. recognize appropriate ethical uses of social scientific knowledge                                                                                                                                         | 1. a paper analyzing the rates of personal saving in Japan and the U.S.  
 2. the answer to a short article question about the role of the Religious Right in the upcoming presidential election  
 3. the answer to a multiple-choice question about the ethics of collecting of data about customers using the internet |
| Economics                    |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| Political Science            |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| Psychology                   |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| Sociology                    |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| IV. Human Expression         | a. recognize and critically discuss significant creative, philosophical, and religious works  
 b. understand the complex blend of personal vision, aesthetic background, ethical values, and aesthetic judgment in such works  
 c. discuss the diverse means of communication in such works | 1. the answer to a multiple-choice question identifying a not inhered work in a didactic painting by Monet or an impressionist painting  
 2. a paper discussing the Gospel of Luke's author as providing a historically accurate account of the life of Christ  
 3. journal entry discussing the ethical dilemma in The Merchant of Venice |
| Great Books                  |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
| Fine and Performing Arts     |                                                                                                                                                                                                           |                                                                                                                                                                                                                         |
Many of the courses in Areas II, III, and IV are writing intensive; all of the courses in Area VI are writing intensive. The GE Assessment Plan monitors progress in the achievement of program goals and indicates where improvement is needed.

The learning outcomes of GE are consistent with those currently being developed by the Faculty Subcommittee of the Ohio Board of Regents’ (OBR) Articulation and Transfer Council for the state’s GE Transfer Module. The OBR has also recently convened a statewide Planning Committee on Higher Learning Accountability and Performance to, among other goals, propose learning outcomes for the entire baccalaureate experience. Peter Ewell’s monograph on General Education and the Assessment Reform Agenda, published by the Association of American Colleges and Universities (AACU), informs this conversation, as does AACU’s 2004 monograph on Taking Responsibility for the Quality of the Baccalaureate Degree.

Writing Across the Curriculum

The University’s Writing across the Curriculum (WAC) Program, implemented in Fall 1996, is designed with three goals in mind:

- To improve students’ writing proficiency--their ability to develop and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation, and spelling.

- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.

- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

A minimum of four Writing Intensive (WI) courses, beyond ENG 101 and ENG 102, are required in general education, and a minimum of two additional WI courses are required in the major for a minimum of eight total WI courses. Designated WI general education courses require approximately 1500 words of writing that is evaluated for content, form, style, correctness, and overall writing proficiency with students given the opportunity for revisions and improvement; WI courses in the major require a minimum of 4500 words, at least half of which is formally evaluated. Students are expected to pass all WI courses with a grade of C or higher.

The Coordinator of WAC publishes the WAC Newsletter and offers workshops on an ongoing basis to provide training and support for faculty and assistance for students in WI courses. The University Writing Center provides free consultations and assistance to all students. Ongoing assessment of the WAC program tells us where program goals are being met and where improvement is needed.

The University Honors Program offers an alternative interdisciplinary general education curriculum for Honors students; substitute general education courses are also offered in most undergraduate majors (see GE Program notebook in Resource Room).
Indications of Diverse Learning from Pre-College to Graduate Level Programs

The university’s commitment to a breadth of knowledge can be seen in university programs ranging from the pre-college to the graduate level. At the pre-college level Wright State offers a wide variety of learning opportunities that expose young people to the breadth of knowledge available at the institution. Among such programs are the Discovery program and the Pre-College Summer Institutes and Camps offered across the university:

- The **Discovery** program is a summer day enrichment program for students in grades K-9 which emphasizes hands-on learning under the guidance of educators who “…provide a stimulating and challenging learning environment that encourages creativity and critical thinking.”

- The **Summer Institutes and Camps** provide residential programs with low student to faculty ratios that “are designed to guide and encourage educational, personal, and social growth of each participant.” Both Discovery and the Residential programs are accredited by the American Camping Association.

- Additional pre-college programs like the **Wright STEPP** Program (in Engineering and Computer Science) and **Horizons in Medicine** serve students interested in STEM (science, technology, engineering, mathematics) disciplines. **SummerBridge Dayton** offers academic enrichment opportunities to Dayton public school students; while the **Wright L.E.A.D.** Program fosters leadership skills and encourages public service activities throughout the year. Many of these programs are discussed in more detail under Criterion Five (see Chapter Five).

At the undergraduate level, numerous opportunities to acquire a breadth of learning are available to students through inter-disciplinary degree programs; double majors, certificate programs, and a wide variety of minors; study abroad; and, as stated above, the curriculum of the University Honors Program emphasizes a breadth of learning in comparative studies of the humanities, sciences and social sciences.

At the graduate level numerous degree programs provide a breadth of learning across traditional disciplinary boundaries:

- **Ph.D. in Environmental Sciences:** Wright State’s newest Ph.D. program, approved by the Ohio Board of Regents in 2002, combines biological sciences, chemistry, and geological sciences, into an interdisciplinary program that “…is unique in its focus, building on a core group of program faculty with recognizable expertise.” Areas of research accomplishment include environmental chemistry and toxicology, environmental stressors, and environmental geophysics and hydrogeology. Growth of the program has been steady with a fall 2005 enrollment of 23.

- **Ph.D. in Engineering:** This program, provisionally approved by the OBR in 1996 with final approval in 2001, is built on six areas of research strength, the Air Force Institute of Technology (AFIT), The Ohio State University, the University of Cincinnati, and other DAGSI partners. For Fall 2005, the program enrolled 85 students and has produced 16 graduates. The success of the program has been its focus on a breadth of research specialties that are current, relevant, and well-supported by a productive faculty.
The Master of Humanities Program has an interdisciplinary core that is followed by coursework in at least two different fields of study. Student thesis topics have, for example, linked studies in economics and history, philosophy and education, religion and popular culture. As of Fall 2005, 35 students are enrolled in the program.

Assessment of Breadth of Knowledge and Intellectual Inquiry

As indicated in the previous chapter, at both the undergraduate and graduate level, all programs have assessment plans that focus on the achievement of identified student learning outcomes. Built into this ongoing assessment process, then, is a concern with breadth of knowledge as well as skills. The knowledge and skills of students in professional programs or majors also are assessed through performance on state and national exams, through the Praxis I, Praxis II and state licensure exams in Teacher Education, for example, the CPA exam for accountancy students, the NCLEX (National Council of State Boards Licensing Examinations) for nursing students; etc.

Library Electronic Resources and “WINGS”

Wright State recognizes that a commitment to a “breadth of knowledge” means providing students and faculty with the means to investigate issues and concerns within and across multiple fields of study. In fall 2004 the university made available to students, faculty and staff through the university’s Web site the “Wings” portal which:

- facilitates through “Course Studio” faculty-to-student and student-to-student contact;
- facilitates the use of multiple media in investigating cross-disciplinary questions;
- facilitates the use of library electronic data-bases and electronic resources from any web connected computer on or off campus; and
- facilitates the use of the various OhioLINK (ref. sec. 4a) resources available through Wright State’s library.

Pursuit of a wealth of knowledge, then, is fully supported by the university’s library and technology support resources.

Possible Future Initiatives

One area of improvement emerging from this self study relative to Criterion Four is the creation of a director or coordinator of General Education position. Currently information concerning G.E. is gathered by the university administration, and review of courses and GE assessment plans is in the hands of the University General Education Committee (UGEC), a Faculty Senate subcommittee. More day-to-day support of the program and of GE faculty is needed, however, and a faculty position designated for this purpose on at least a half-time basis is highly desirable.

---

2 As indicated later in this chapter, the university has already responded to this finding by launching a national search for a GE coordinator.
Core Component 4-c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Introduction

Wright State colleges and schools have instituted significant curricular advances since the 1996 NCA accreditation review that are consistent with the rapidly changing economy, available technologies, globalization, and workforce diversity, and that demonstrate the ongoing recognition by colleges that they must continue to assess their curricula to remain competitive in the higher education marketplace. Course pedagogies and the teaching and learning environment in general include working in teams using appropriate technologies, and interacting with faculty and students from diverse backgrounds, belief systems, and world views. College advisory board surveys, employee and alumni and other related feedback have guided these changes. Examples of major curricular advances that help to prepare Wright State’s students for a “global, diverse, and technological society” include:

- The Lake Campus offers a number of associate and technical degrees and certificate programs that prepare students for the world beyond the university, particularly for a technological world. Degrees and certificates are available, for example, in computer aided/drafting design, office information systems, information technology, CAD micro computers applications, and other fields.

- The College of Education redesigned curricula integrating new state requirements for Teacher Certification (now licensure) which include greater attention and preparedness for the diversity, learning styles, and level of preparedness of students. The college also recently developed a 2+2 program in Sign Language Interpreter to prepare professionals to address the needs of a growing deaf population;

- The College of Engineering and Computer Science revised all undergraduate engineering curricula to improve student performance in mathematics and thus student readiness for a technological society; developed a new interdisciplinary Ph.D. in Engineering; and obtained approval and ABET accreditation of a bachelor of science in industrial and systems engineering, replacing the undergraduate degree in human factors engineering.

- The College of Liberal Arts instituted a criminal justice major, which has become the fastest growing undergraduate major at WSU, as well as new majors in Women’s Studies, African and African-American Studies, and Liberal Studies, all of which prepare students for a diverse world.

- The College of Nursing and Health developed a BSN completion program, serving registered nurses holding an associate degree, and the BEACON program (15-month baccalaureate track) to expand the number of nurses from underrepresented groups through partnership with two HBCU’s. All nursing students also take a nursing informatics course.
The College of Science and Mathematics now offers a biology minor reflecting the pervasive need to understand the modern genetic approach to the life sciences; an integrated science and mathematics (Math, Science, and Technology [MST]) program aimed at middle school teachers; a new interdisciplinary Ph.D. in Environmental Sciences; and a three-course integrated statistics/numerical methods sequence. As stated earlier, the college also offers the C.L.A.S.S. program and participates with the College of Engineering and Computer Science in the IGERT grant to prepare graduate students to work with individuals with disabilities. The college has also recently initiated a Bachelor’s degree in Statistics.

The Raj Soin College of Business, the first program in the region to be accredited by AACSB International, developed a major in international business which includes 12 credit hours of cultural electives; offers minors or certificates in economics, management, marketing, innovation and entrepreneurship, information systems and operations management, international trade, and international business; administered, for the first time in 2004 an on-campus Executive MBA program for executives from Shandong Province, People’s Republic of China; developed a supply chain partnership with WCI; and, in line with university curricular changes, converted from a 3 credit hour to a 4 credit hour courses. The college has also recently implemented a student leadership development program in accounting and an international business honor society. The college’s new MTC Technologies Trading Center helps to also ensure the readiness of students for the work world. The college also annually hosts human resources lectures on diversity featuring CEOs who describe and demonstrate the key importance of diversity to the viability and success of their companies.

Virtually all of the colleges also have external advisory boards whose input and expertise help to ensure the readiness of graduates for the world beyond the university.

Academic Program Review

As seen in the following, the template developed for the university’s recently reinstituted academic program review process is purposely aligned with the new NCA accreditation Criteria and thus ensures that proper attention will be given to the university’s preparation of students to “live and work in the global, diverse, and technological society.”

Academic Program Review Template

Name of Program:

Name and contact information for person completing the review:

Indicate whether the program is

- on campus
- online
- both
NCA Criterion 1—Mission and Integrity

NCA Criterion 2—Preparing for the Future

NCA Criterion 3—Student Learning and Effective Teaching

NCA Criterion 4—Acquisition, Discovery, and Application of Knowledge

NCA Criterion 5—Engagement and Service

I. Program Mission (NCA Criterion 1 and Criterion 5)

- program mission statement (should identify constituency served) (1A, 1B)
- consistency with university mission (1C, 1E)
- consistency with college mission (1C, 1E)
- consistency of goals, learning objectives with program mission (1C)
- extent to which program prepares students to “live and work in a global, diverse, and technological society” (4C)
- extent to which program, through its curriculum and co-curriculum, fosters civic engagement and social responsibility (5A, 5C)
- extent to which program fosters life-long learning (4A)
- interrelationship with general education (1C, 4B)
- interrelationship with other WSU programs (1C)
- community engagement (5C, 5D)

II. Program Description (NCA Criterion 2)

- brief history of program, emphasizing past seven years (e.g., changes in administration, change in program direction, new degrees, minors, or certificates, de- or re-activation of program), including recommendations of any previous internal and/or external program reviews
- number of students served
- number of majors
- number of minors
- number enrolled in certificate program (if applicable)
- number of faculty
- student/faculty ratio, average class size
- balance in rank of program faculty
- number of staff
- diversity (gender, race, ethnicity) of majors, faculty, and staff
- budget
- facilities and equipment/instrumentation
III. Program Effectiveness (NCA Criterion 3 and Criterion 4)

- achievement of student learning outcomes (Please summarize program assessment findings for past five years and subsequent improvements to program) (3A)
- student retention rate (3A)
- number of graduates annually (3A)
- placement of graduates (e.g., employment, graduate study) (3A)
- teaching effectiveness (3B, 3D)
- faculty productivity (e.g., publications, grants) (4A)
- interrelations of program’s teaching, research, service activities (3A-D, 4A-C, 5 A-C)
- integration of technology into curriculum and instruction (3C)
- description of how program ensures that it is always current (4C)
- “comparative advantage” (e.g., distinctiveness in terms of students served, differentiation from programs offered at other regional institutions, strengths attributable to collaborative interdisciplinary nature of program, etc.)

If the program is online, respond to the following questions (drawn from NCA Best Practices):

- Is the online program taught by the same faculty as the on-campus program?
- How do the retention and graduation rates of the online and on-campus programs compare?
- How does the achievement of learning outcomes by online students compare with those by on campus students?
- How does student evaluation of instruction for online classes compare to that for on-campus courses?
- How does the online program provide for appropriate interaction (synchronous or asynchronous) between students and instructor and among students?
- How does access to academic and technical support programs compare for online and on campus students and for online and on-campus faculty?
- How does the program provide a coherent plan for student access to all courses necessary to complete the program (or provide clear notification of requirements not included in electronic offerings)?
- How have issues of workload, compensation, and ownership of intellectual property been addressed by the program?
- How have issues of security of personal information been addressed?
IV. Program Needs / Areas in Need of Improvement

Summarize the program needs (e.g., personnel, facilities, equipment) identified in this program review and the areas in need of improvement.

V. Proposed Improvement Action Plan

Summarize the actions that will be taken in response to the findings of this program assessment. Provide a timeline that indicates how these changes will be implemented and assessed over the next seven years.

With this template as a background, graduate program review is further refined to take into account Quality Standards put forward by the Ohio Board of Regents (OBR). These include analysis of

A. Program Faculty
B. Program Graduates Since the Most Recent Review
C. Program Vitality
D. Program Demand
E. Program Interactions
F. Program Access
G. Assessment Mechanisms Used in Program Review
H. Program Revisions Resulting from Review Finding

Further detail on these standards targeted to doctoral program review can be found at http://www.regents.state.oh.us/rgp/RACGS%20Guidelines%20Approved%20102403.pdf.

The university is currently adapting these guidelines and standards to be appropriate to master’s program review.

Because academic programs do not exist in a vacuum, they depend upon essential support from other university units. Examples of such support have already been shared in previous chapters - the Center for Teaching and Learning (CTL); the Student Technology Assistance Center (STAC) in the Dunbar Library; Computing and Telecommunications (CaTS); University Center for International Education (UCIE); the Bolinga Black Cultural Resources Center; Asian, Hispanic, Native American Center; Women’s Center; etc. All these examples and others detailed in Chapter Five and throughout this self-study clearly demonstrate the university’s commitment to appropriate infrastructure support for preparing students for the world beyond the university.

Finally, informal curriculum assessment continues—as it always has—whenever two or more faculty discuss a course or an emerging issue within the field, whether in the hallway, by e-mail, or in a department curriculum committee.
Core Component 4-d

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Introduction

As an institution of higher learning, Wright State University is committed to the responsible application, discovery and acquisition of knowledge. Support to the university community is provided in a variety of forms to maintain and enhance the responsible use of knowledge in research, service, and instruction. Financial, administrative, and educational support systems are in place throughout the university in the form of specific programs, policies and procedures to ensure responsible conduct at every level. As revealed in the Wright State University ethics statement adopted in 19973, honesty, respect, justice, and accountability represent the principles which all faculty, staff and students are expected to exhibit. These principles are also reiterated in the collective bargaining agreement between Wright State University and the American Association of University Professors4.

Research Administration

All externally sponsored research and most internal research incentive programs are administered and supported by the Office of Research and Sponsored Programs (RSP). The RSP staff of 15 supports pre-award, post-award, compliance, and technology transfer functions. The Assistant Vice President for RSP reports to the Vice President for Research.

For pre-awards, four professionals and two support staff provide assistance to WSU faculty and staff members to process nearly 900 proposals per year. These staff also administer research-sponsored databases (SPIN and Community of Science), produce a newsletter and annual report, and maintain a faculty and staff “key word” database to assist in dissemination of research opportunities. The RSP pre-award team assists proposal authors with budget preparation, adherence to sponsor guidelines, and sign-off for permission to request external funding. The Assistant Vice President for RSP, one pre-award professional, and two support staff administer the human subject, laboratory animal, and biosafety committees and coordinate proposal submission with the necessary protocol approvals.

For post-awards, three professional and two support staff negotiate grants and contracts and provide financial management and oversight for about 750 open accounts and 550 awards each year. The post-award team prepares sub-award documents and financial reports, provides account set-up and closure, invoices sponsors, and generally acts as a liaison between the PI and the sponsor for contractual matters. The post-award team thus acts to ensure that all sponsored activities are conducted in an ethical and responsible manner.

3 http://wright.edu/aboutwsu/ethics.html, or Core Component 1a, page 35 of Self-Study.
4 http://www.wright.edu/admin/aaup/Contract.html, or Volume II of Self-Study
Technology Transfer

The newest function in RSP is technology transfer. An associate director for technology transfer was hired in 2002 and was later joined by a licensing associate in 2005. Many of the activities of the technology transfer team derive from the WSU Policies and Procedures for Intellectual Property approved by the Board of Trustees in 2001. These include generating invention disclosures, working with the University General Counsel and external attorneys on patent applications, identifying licensing opportunities and negotiating licenses, and assisting with the formation of start-up companies. In addition, for the past three years, the associate director has organized an annual Technology Showcase recognizing WSU inventors and technologies.

RSP also administers two internal research support programs. The Research Challenge Program is funded by the OBR but administered internally according to an approved Research Challenge Plan that is updated biennially. Research Challenge funds three competitions each year, provides partial support for new faculty start-up packages, and some discretionary funds for strategic opportunities. The annual Research Challenge budget has been approximately $800,000. The Research Incentive Program is guided by the Research Council, a committee of Graduate Council, and is organized into two competitions, Research Initiation and Professional Development, offering annual grants of up to $10,000 and $3000 respectively. In addition, some funds are set aside to cost-share research travel. This is funded on a first-to-apply basis for requests that meet published guidelines. The annual Research Incentive Program budget is $90,000.

Other intramural seed grant programs are available to support the research endeavors of Wright State University faculty members through the Boonshoft School of Medicine\(^5\) and the University Center for International Education\(^6\). The RSP activities, policies, and procedures are presented on the RSP Web site\(^7\).

Ethical Conduct in Research

Wright State University follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities. Numerous committees, policies and procedures are in place regulating the ethical conduct of research. These address human subjects, laboratory animals, biosafety, chemical safety, radiation safety, misconduct in research, and financial conflict of interest.

The use of human subjects in research is regulated by an Institutional Review Board (IRB), which reviews protocols from within the University and the surrounding medical research community. The Wright State University Institutional Review Board Charter and Standard Operating Procedures\(^8\) define the procedures and policies that govern all human subject research. In 2002, Wright State University established a Federal Wide Assurance (FWA) Board with the US Department of Health and Human Services’ Office for Human Research Protections. This FWA reduces the redundant IRB approval previously required for facilities or institutions that have single project assurances.

The Laboratory Animal Care and Use Committee (LACUC) is responsible for overseeing the laboratory animal program and all university research that employs animals. The LACUC Policies and procedures manual\(^9\) states in its mission statement that “Wright State University recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and

\(^{5}\) [http://www.med.wright.edu/ra/funding/som_seed.html](http://www.med.wright.edu/ra/funding/som_seed.html)  \(^{6}\) [http://www.wright.edu/ucie/curriculum/seedgrants.html](http://www.wright.edu/ucie/curriculum/seedgrants.html)  \(^{7}\) [http://www.wright.edu/rsp](http://www.wright.edu/rsp)  \(^{8}\) [http://www.wright.edu/rsp/IRB/irb_charter.doc](http://www.wright.edu/rsp/IRB/irb_charter.doc)  \(^{9}\) [http://www.wright.edu/rsp/Animals/LACUC.pdf](http://www.wright.edu/rsp/Animals/LACUC.pdf)
education and enjoins all individuals involved to the highest standards of care and consideration.”

A three-component training program is also in place to train faculty, staff, and students in the proper use of animals in research. The LAR facility has been awarded Public Health Service (PHS) assurance through December 31, 2008. The laboratory animal program also is provided oversight by the U.S. Department of Agriculture.

The Institutional Biosafety Committee is charged with “supporting a healthy and safe work environment and related ethical considerations as it relates to biologically-derived hazards10. Additional training and support for faculty, students and staff are provided by the Chemical Safety and Radiation Safety committees. Each committee has specific policies and procedures in place to allow effective oversight of the Wright State University research and training programs. These committees are administered by the Wright State Department of Environmental Health and Safety (EHS), whose director and employees have the appropriate education and certifications to manage these functions. A strength of the compliance program is the close working relationship of the various committees, RSP and EHS.

**Academic and Student Support Programs Promote the Responsible Use of Knowledge11**

Wright State University’s academic programs contribute to the development of student skills and attitudes that are fundamental to the responsible use of knowledge. Numerous course offerings within Ph.D level programs deal directly with research and professional ethics. The Biomedical Sciences Ph.D. program, for example, requires a research ethics course where responsible conduct in research is discussed. The College of Engineering and Computer Science has established a Statement of Ethics for the internet security course to promote the development of skills to enable students to act responsibly in this rapidly growing field12. The Department of Community Health of the Wright State University Boonshoft School of Medicine has published “Ethics in the News” since 1999 to provide information to the university community concerning responsible conduct.

Student support programs at Wright State University also contribute to the development of skills and attitudes that are fundamental to the responsible use of knowledge. The student academic integrity code sets a clear policy for student conduct regarding the appropriate use of academic materials. Since the implementation of the new academic integrity policy in May of 2000, the number of academic integrity cases reported has increased, resulting in more students being held accountable for their actions. Furthermore, the student code of conduct and subsequent policies and procedures administered by the Office of Student Judicial Services also support the responsible use of knowledge13.

The large majority of organizations, including Student Services, the Wright State University Writing Center, and other programs represented in the Student Handbook all list specific policies and procedures promoting the development of skills that result in the responsible use of knowledge.

**Curricular and Co-Curricular Programs Support Social Responsibility and the Responsible Use of**

---

11 see also the discussion of this topic in the Criterion One Chapter
13 [http://www.goto.wright.edu/students/judicial/purpose.html](http://www.goto.wright.edu/students/judicial/purpose.html)
Knowledge

Wright State University encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility. Many Wright State University faculty members serve as mentors in a variety of these activities and programs. This direct involvement of students in the generation and use of new knowledge enables them to learn first hand the associated responsibilities from faculty actively engaged in the development of new knowledge:

- This is evident is the College of Liberal Arts (COLA) where both at the graduate and undergraduate levels, a student research colloquium has been established.
- The Model United Nations program, also in COLA, is an excellent example of Wright State University’s commitment to social responsibility. Consistently ranking in the top tier of schools participating, Wright State’s Model United Nations team demonstrates the university’s commitment to the application of good government practices.
- The Raj Soin College of Business’ Institute for Business Integrity explains in its mission statement that “The Institute for Business Integrity (IBI) provides a forum and resources to continually improve moral competency in business education and to promote responsible practices in the business community. The Institute is aligned with the college mission of developing successful and ethical business leaders and it does so through focused service, teaching and research activities”. The program, which combines teaching, research and service with a focus on business integrity, is a resource for the entire university community. RSCOB students also annually participate in the National Ethics Bowl where they have consistently won one of the top awards.
- The Wright State University Boonshoft School of Medicine, through its Sponsored Graduate Medical Education Programs, promotes responsible ethical conduct as described in the Resident Manual. This policy conforms to the American Medical Association Code of Ethics.

Clearly, the university provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly, indicating that Wright State University meets and exceeds the NCA requirements as detailed above. As an institution of higher learning focused on the pursuit of a life of learning, the university ensures its faculty, students and staff will generate and apply knowledge in a responsible fashion. From the university’s ethics statement to individual course syllabi, to staff training and continuing education programs, policies and procedures are in place to facilitate integrity across the university community.

Wright State University demonstrates its commitment to lifelong learning by offering programs and curricula in ways that reflect the university’s responsiveness to continuous changes in technology, diversity, and globalization. The university demonstrates integrity and responsibility in the pursuit, discovery and application of knowledge; continually assesses efforts in research, teaching and service and responds appropriately to findings. At the same time, the university is aware that it must continue to improve its assessment and evaluation systems, and more fully engage all members of the organization in these enterprises. While still quite young, Wright State has clearly demonstrated its awareness of and commitment to its core mission of acquiring, discovering and applying

14 http://www.wright.edu/rscob/ibi/
15 http://www.med.wright.edu/fca/gme/rm102.html
knowledge that is critical to the university’s ability to operate and succeed in the new information/knowledge society.

**Opportunities to Improve**

- **Intellectual Property:** While the addition of a Licensing Associate will be an improvement, the transfer of technology and discoveries from university and extramurally sponsored research to nonuniversity entities will require that this office increase its capacity and efficiency in dealing with the increased activities of university researchers in this area.16

- The search for a GE Coordinator, recommended above, is already underway17.

(From left to right) Drs. Sharmila M. Mukhopadhyay, Marjorie L. McLellan, and Michele Wheatly lead the way for women in research.

---

16 See item #12 of the institutional improvement plan (IIP)
17 See item #5 of the institutional improvement plan (IIP)
As called for by its mission, the organization identifies its constituencies and serves them in ways both value.
Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

Since its inception, Wright State University has dedicated itself and its considerable resources—students, faculty, educational programs, facilities, centers and institutes, cultural and athletic programming, and academic partnerships—to serving its primary constituencies, the citizens of the Greater Miami Valley surrounding the Dayton Campus, and the citizens of the Celina/St. Mary’s Area surrounding the Lake Campus. The university thus readily acknowledges not only the significant role these constituents played in the creation of the Dayton and Lake Campuses (see “History” in Introductory Chapter), but also the formative roles they played in the university’s rapid and extraordinary development, and the roles they will continue to play in the immediate and distant future. As a metropolitan university, dedicated to “serving as a catalyst for educational excellence in the Miami Valley,” Wright State University works daily with local constituents in reciprocal partnerships that serve and contribute to the well-being and continued vitality of each.
While professional service, like teaching and research/scholarship, is one of the three highly valued and richly and variously met expectations of faculty, the university has also engaged its constituencies in mutually beneficial initiatives through a number of long-standing centers and institutes, including the following:

- Asian/Hispanic/Native American Center
- Bolinga Black Cultural Resources Center
- Brehm Research Laboratories
- Business Enterprise Center (Lake Campus)
- Center for Brain Research
- Center for Child and Adolescent Violence Prevention
- Center for Continuing Nursing and Health Education
- Center for Economic Education
- Center for Genomics
- Center for Healthy Communities, located in Downtown Dayton
- Center for Interventions, Treatments and Addictions Research
- Center for Psychological Services/Wellness Center
- Center for Teaching and Learning
- Center for Urban and Public Affairs (CUPA)
- Dayton Area Graduate Studies Institute (DAGSI)
- Duke E. Ellis Human Development Institute, located in Downtown Dayton
- Educational Resource Center
- Excellence in Science and Mathematics Education Center
- Homeland Emergency Learning Preparedness (HELP) Center
- Information Technology Research Institute
- Institute for Business Integrity
- Institute for Environmental Quality
- Institute on Writing and Teaching
- Kettering Center for Continuing Education, located in Downtown Dayton
- Lifespan Health Research Center
- Math Learning Center
- Nursing Institute of West Central Ohio
- Office of Pre-College Programs
- Semiconductor Research Center
Small Business Development Center
Statistical Consulting Center
Student Technology Assistance Center
Summer Honors Institute
Wright Brothers Institute
Urban Literacy Institute
University Center for International Education
University Writing Center
Wright Center for Innovation (WCI)
Women’s Center

The university’s commitment to its constituent communities is, of course, visible in its mission statement and strategic plans, and in the missions and plans of each college and school. Over the past decade, the quality and quantity of university engagement and service to the community have been unparalleled and clearly demonstrate that Wright State University sees itself first and foremost as an institution of and for the people of the Greater Miami Valley, the Celina/St. Mary’s communities, and the state of Ohio. At the same time, while the university’s commitment to its constituencies has, in the past, been virtually unlimited, the university has recently come to realize, in part as a result of this self-study process, that perhaps both the university and its constituencies would be more wisely served if the university were to identify a limited number of key partnerships in which it could continue to invest considerable time and institutional resources. The five key partnerships that have risen to the top during a series of discussions with the Council of Deans (COD) and Cabinet are K-12, two-year colleges, the health care industry, Wright Patterson Air Force Base, and local and state government. Through its Community and Civic Engagement Committee and ongoing discussions with the Council of Deans and Cabinet, the university is in the process of cataloging, reevaluating, and clarifying its outreach to ensure strategic and maximum efficiency and effectiveness in the use of its human, physical, and financial resources.

In this chapter, Wright State’s engagement with the community will be discussed in terms of the tenets of the University’s mission: access to scholarship and learning; economic and technological development; leadership in health, education and human services; and cultural enhancement and international understanding.
Core Component 5-a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Wright State University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations through a network of institutionalized structures that facilitate dialogue and action among the university’s many partners. Formal and informal environmental scanning is conducted through new student and alumni surveys, participation in the nationally recognized LibQual+ assessment program, campus-based local and student chapters of national organizations, external advisory boards serving programs and departments, community academic partnerships, immersion of students in community-based learning environments, and via hundreds of community-based faculty who work with the university’s partners on a daily basis. All provide an ongoing body of instructional engagement that serves to shape and grow the institution and ensure that it is responding to the needs and expectations of its constituents. The university serves the community consistent with the tenets of its mission statement, and has demonstrated abundant capacity to meet the community’s needs for access to scholarship and learning, promotion of economic and technological development, access to health, education, and human services, cultural and international understanding, etc.

Serving the Community Through Access to Scholarship and Learning

Wright State University, which serves the core counties of Auglaize, Butler, Clark, Clinton, Darke, Fayette, Greene, Madison, Miami, Montgomery, Preble, and Warren, remains an open admissions institution offering over 200 programs of study—through day, evening, weekend, and online classes—to approximately 17,000 students, more than 93% of whom are from Ohio. The university offers associate, baccalaureate, and master’s degree programs at the Lake Campus; continuing education through its professional schools and its Kettering Center for Continuing Education in Downtown Dayton; pre-college opportunities through its colleges and schools and the Office of Pre-College Programs; and consortial educational opportunities through the Southwestern Ohio Consortium of Higher Education (SOCHE) and DAGSI. The university also offers developmental education courses in mathematics and writing for those who need remediation of basic skills, honors courses for those who are academically talented, service learning, co-op and internship opportunities for all, and financial aid (scholarships, loans, need-based grants, etc.) to help make the above possible. As indicated in previous chapters, WSU also provides broad access to transfer students via more than 200 articulation agreements with two-year colleges, as well as through the state-mandated GE transfer module, Transfer Assurance Guides (TAGS), and participation in the statewide degree audit system, CAS (Course Applicability Systems). For the past year, Wright State has also been participating in a “Think Tank” with Sinclair Community College to enhance the baccalaureate completion rate of students in the region. Promising projects that have emerged from this effort include electronic transcripts, dual admissions, and first-year experience initiatives.
Opportunities for research and scholarship abound for both faculty and students (see Chapter Four for a comprehensive description of faculty research/scholarship interests), including undergraduate research opportunities via various colleges and programs; co-curricular experiences; opportunities to complete Honors projects and participate in the Honors Research Colloquium and Honors Institute and Symposium; and other curricular and co-curricular experiences.

Additionally, as stated earlier, consistent with its mission to ensure access to scholarship and learning for constituents, the university provides numerous opportunities for students from every college to complete co-ops, practicums, or internships outside the classroom; and to participate in community-based service learning which has increasingly been used as a mode of instruction in the applied fields such as business, education, engineering, medicine, nursing, professional psychology and social work, as well as in the traditional fields in the liberal arts such as English and history. Through the service learning curriculum, community service objectives are integrated with student learning objectives and both education and service are strengthened as a result of the partnership.

For example,

- The College of Liberal Arts offers 22 different courses that have been designated as service learning courses, and some of these have multiple sections.

- The Center for Healthy Communities coordinates students enrolled in over thirty health professions service learning courses; these students work with close to fifty community based organizations serving over 30,000 people annually. Additionally, the Center for Healthy Communities has provided regional leadership in service learning through a faculty development program that trains and provides technical assistance to over 3,000 faculty from 100 colleges and universities across six states.

- In the Raj Soin College of Business, service learning courses can be found in information technology, finance, marketing, and in the Center for Business Integrity.

Though it remains primarily a commuter institution, the university also offers access to a residential experience for those students who wish to live on campus. Currently, approximately 3,000 students live on campus each year, including approximately 60% of the entering direct-from-high school class, with another 5,000 living within walking distance. The university offers an Honors Residential Community for honors students; an International Honors on Campus Program (IHOP) experience that rooms native students with international students; study abroad opportunities for both faculty and students; and a rich, diverse, and inclusive teaching and learning environment for all students, faculty, and staff that includes strong academic and student support services, including special services for students who have disabilities. Because, consistent with its access mission, Wright State’s tuition remains one of the lowest in the state, access to learning at Wright State is easily achieved.
Access Through Articulation and Transfer and K–12 Partnerships

In responding to the needs of its constituents in the area of transfer and articulation, Wright State University has:

- Developed more than 200 articulation agreements with community colleges in the region, including Sinclair Community College, Edison Community College, and Clark State Community College, and for the past year, Wright State University has been engaged in conversations with Sinclair Community College via a “Think Tank” to explore ways to enhance the transfer and baccalaureate completion of Sinclair students.

- Developed a GE transfer module, approved by the Ohio Board of Regents, for the new general education program to ensure the transfer of general education courses from one Ohio institution to another;

- Participated on faculty panels created by the Ohio Board of Regents to develop and implement Transfer Assurance Guides (TAGS) to facilitate the transfer of students into appropriate majors at Wright State;

- Developed course equivalencies that appear in the state’s Course Applicability System (CAS) to help transfer students determine progress toward a degree at any Ohio public institution, including Wright State;

- Developed 2+2 programs with Sinclair Community College in the following areas: Sign Language Interpreter, Nursing, Engineering, and other areas;

- Located an academic advisor on Sinclair’s campus every Wednesday to provide advice to interested students about Wright State programs;

- Participated actively in the Miami Valley Higher Education Consortium of presidents and provosts from local institutions;

- Participated actively in the Articulation and Transfer Council of the Southwestern Ohio Consortium of Higher Education (SOCHE);

- Published regularly, in partnership with local two-year schools, a transfer guide outlining how courses taken at two-year schools would transfer to Wright State;

- Published a “So You Want to Go to College” guidebook for students from feeder high schools to reduce the number of students placing into developmental education courses at Wright State;

- Participated in the development of PK–16 standards with the Ohio Department of Education and the Ohio Board of Regents;

- Partnered with Sinclair Community College as co-leaders of the Ohio Board of Regents’ Regional Articulation Pathways initiative designed to facilitate transfer and articulation of coursework in math and science education;
Provided leadership, via COSM and CEHS, in the Regents Teaching Fellows initiative - designed to assist institutions of higher education in combining strong general education and disciplinary learning with exemplary teacher education across Ohio’s 52 teacher preparation institutions.

Through its numerous transfer and articulation initiatives, then, the university has provided access to scholarship and learning to encourage and facilitate the completion of the baccalaureate degree for transfer students, consistent with the recommendations of Governor Taft’s Commission on Higher Education and the Economy, otherwise known as the CHEE Report.

The above strongly suggests that Wright State’s programs reflect what the university has learned about the diverse and ongoing needs of its constituencies, and that it has the capacity to meet those needs.

**Partnering with the Community to Promote Economic and Technological Development**

As part of the university’s significant economic and technological impact on the region, Wright State faculty provide valuable expertise to businesses in helping them to reach their economic and technological goals:

- Through the Technology Transfer program faculty, in partnership with local businesses and organizations, bring products to the market through commercialization of intellectual property.

- Wright State University is the lead institution, with an $11 million dollar award from the State of Ohio, in the establishment of the Wright Center for Innovation (WCI) for Advanced Data Management and Analysis, placing WSU at the hub of a statewide project focused on research and commercialization of new technologies designed to expand the application of advanced data management solutions to real world demand, while creating “new high-wage, high-tech jobs, and increased investment and business growth in Ohio.” Over $32 million dollars in matches from industry and government have rounded out the initial fiscal investment by constituents across the state in economic and technological advances developed through the university.

- In June of 2005, the Information Systems and Operations Management (ISOM) Department of the Raj Soin College of Business developed a partnership with the WCI to “help businesses manage cutting edge logistics and supply chain management” that will “develop and promote educational and research programs to enhance regional capabilities in this area.” Specifically, the partnership “will focus on creating the skills necessary to acquire, analyze and interpret the increasing volumes of data that support high velocity, sophisticated supply chains.” ISOM also offers a one year Master of Science program in logistics and supply chain management that provides supply chain professionals with a unique educational experience.

- Wright State is also one of the lead institutions comprising the Genome Research Infrastructure Partnership sponsored by the Ohio Biomedical and Technology Transfer Commission, in order to better coordinate efforts in industry and education.
The Raj Soin College of Business (RSCOB) developed the TARGET (To Aim and Realize Global Expansion Together) program to assist small and medium-sized businesses to expand their presence in global markets, and it developed the Institute for Business Integrity to support responsible ethical and legal compliance practices in the business community.

RSCOB also offers services to the community through the Ohio Small Business Development Center (OSBDC) which has teamed up with the Dayton chapter of the Service Corps of Retired Executives (SCORE) to offer monthly seminars to assist existing and prospective business owners develop business plans and learn about available resources. OSBDC and SCORE clients also get assistance from WSU students in writing business plans and performing systems analysis and design projects. To assist businesses with problem-solving and adjusting to change while working with diverse teams, the college is also in the process of developing a Center for Problem Solving.

In the College of Liberal Arts, the university’s Center for Urban and Public Affairs (CUPA) supports business and local and state governments through the Ohio Certified Public Managers program, and through resources that include a Computer Assisted Telephone Interviewing system, Geographic Positioning System (mapping), and urban and public health strategic planning support. Created in 1986, CUPA conducts descriptive, exploratory and explanatory research in areas of urban, social, physical, political and economic policy and programs. Through professional survey research, focus group analysis, literature searches and review, and data analysis, CUPA provides a broad range of social, economic, political, and geographical data for the Dayton-Springfield metropolitan area, the state of Ohio, and the United States as a whole. The Center offers workshops, retreats, conferences, and seminars to facilitate the exchange of information, and build consensus to solve problems particularly in the area of public policy issues, serving all sectors of the population. Through its work, CUPA is committed to the enhancement of economic development in the region.

The recently established Nursing Institute of Western Ohio, administered through the College of Nursing and Health, brings together prominent constituents from sixteen counties to examine critical economic issues in the nursing profession, including workforce recruitment, development and retention, and the subsequent impact on nursing education in the region.

The Dayton Area Graduate Medical Education Consortium, established through the School of Medicine, has focused since its inception on the economic impact and most productive utilization of the region’s residency positions in local hospitals.

**Partnering with the Community in Health, Education, and Human Services**

Consistent with its mission, Wright State partners with its constituencies in a number of health, education, and human services-related efforts as follows:
Health:

- The Boonshoft School of Medicine (BSOM) is the approved sponsor of 343 resident positions and is affiliated with 54 additional positions in five community and two federal hospitals, and the Wright State University Physicians (WSUP) provide over 110,000 patient visits annually. BSOM also coordinates the Anatomical Gift Program which serves both the community and the university; and its faculty are involved in important, life-changing research in cardiovascular disease, brain research, and other areas with partners around the globe.

- BSOM’s Center for Interventions, Treatment and Addiction Research (CITAR) is best known for its Weekend Intervention Program, a court-mandated educational service for people convicted of DUI. CITAR also engages in cutting edge social and behavioral research related to IV drug use and HIV/AIDS, including drug use in the disabled population;

- The Lifespan Health Research Center in BSOM and the Center for Nursing and Health Research in the College of Nursing and Health (CONH) conduct research in obesity and developmental health and are most widely known for the pediatric growth charts routinely found in the offices of pediatricians around the country.

- The Center for Healthy Communities, established as a community academic partnership in 1991 through the Boards of Trustees of both Wright State University and Sinclair Community College, now involves the Kettering College of Medical Arts, the University of Dayton Law School, and United Theological Seminary, engaging the Dayton community through health and human services partners, local and state government and faith based organizations. The Center also is committed to serve as the Region IV Area Health Education Center which places health professions students in community-based clinical training sites to provide health care for underserved individuals. The Center’s Community Advisory Board consists of over 40 community leaders, assists in setting programmatic goals, and annually reviews the Center’s strategic plan to insure it addresses systemic improvements in health and human services delivery for the area.

- Additionally, WSU’s Center for Healthy Communities has provided regional leadership in service learning through a faculty development program that trains and provides technical assistance to over 3000 faculty from 100 colleges and universities across six states.

- The School of Professional Psychology (SOPP) operates two psychological services centers, one campus-based and one community-based, through which, in addition to psychotherapy and assessment services, it provides the Male Responsibility Program, the Mental Health and Deafness Program, the Saturday Enrichment Program, and the Preventing Abuse At Home Program.

- SOPP graduate psychology students provide mental health services in over thirty additional local facilities.

- Through the College of Nursing and Health (CONH), counseling and social work students and faculty work in over fifty health and human services safety net provider organizations during practicum and internships honing their practice skills from the community faculty and organizations staff who assist in their education.
A recently instituted partnership between the Department of Social Work in the College of Liberal Arts (COLA) and the Public Children Services Association (PCSA) of Ohio places students in special Child Welfare courses and field placements with PCSA who, upon graduation, receive partial tuition reimbursement after accepting a casework position in a PCSA agency.

**Education and Human Services**

Through the College of Education and Human Services (CEHS), the Teacher Education Council ensures that university constituents play a significant role in the preparation of teachers and educational leaders. Established in the spring of 2000 to bring together major participants in teacher preparation, the Council includes the deans and faculty from education, liberal arts, science and mathematics, university administrators, and students and educators from eight Partner Schools.

450 undergraduate and 150 graduate education majors work up to four times each year in educational settings during their professional preparation averaging 700 hours or more per student.

The Wright Charter College of Education, one of two so-designated by the Ohio Department of Education (ODE) in 2004/05 is using a $375,000 ODE grant to provide opportunities for working professionals with a baccalaureate degree to pursue a career in teaching through ODE’s Alternative Educator License (AEL) program. Such re-trained professionals will help to replace the more than one million veteran teachers nearing retirement, especially in K–12 special education, high school foreign language, math and science, and in inner city and rural schools.

The Partners Transforming Education: School, University, and Community project, a collaborative of the College of Liberal Arts (COLA) and the College of Education and Human Services (CEHS), is engaged in an ongoing restructuring of professional development in education and human services in response to requests from local schools and agencies. Through collaborative efforts with the Dayton Public Schools, COLA and CEHS have focused on strengthening the teaching of American History. Inquiry into the impact on school and teacher preparation curriculums was funded with a grant of $915,615 to the Dayton Public Schools from the U.S. Department of Education. This project, recently completed, brings the district—one of 12 in the nation classified as having “Academic Emergency” status—together with Wright State University’s College of Liberal Arts and College of Education and Human Services, the U.S. Air Force Museum, Dayton Aviation Heritage National Historic Park, Montgomery County Historical Society, Dayton and Montgomery County Public Library, and National Afro-American Museum to improve teacher practice and student success, build a network for sustained professional and resource development, and produce an Ohio Standards aligned American history curriculum for grades 5, 8, and 9. The Montgomery County Educational Services Center invited the Department of History in the College of Liberal Arts to partner with them in writing a second Teaching American History grant modeled on the earlier successful project with the Dayton Public Schools. This 3-year grant of $664,000, funded in 2003 by the U.S. Department of Education, brings together ThinkTV and local museums, archives, and libraries.
CEHS also offers a five-year, Graduate Level Teacher Preparation Program, patterned after the medical school model, that permits a select group of post baccalaureate students to practice the art and science of teaching in a clinical environment. The strength of the program is that the interns experience the total ecology of the school for an entire school year (the program begins the summer prior to the school year and concludes the following summer)\(^1\).

Through its C.L.A.S.S. (Creating Laboratory Access for Students in Science) Program, the College of Science and Mathematics (COSM), in collaboration with the University’s Office of Disability Services (ODS), works with teachers and administrators in area public and private schools to develop ways to ensure access to laboratory sciences for students with disabilities, and to adapt computers and musical instruments to allow students with physical challenges to participate in music and technology.

Recently, the College of Engineering and Computer Science (CECS), in collaboration with COSM, received a $3 million National Science Foundation grant to launch a Technology-Based Learning with Disability Program to train graduate students in four doctoral-level WSU engineering programs-biomedical sciences, computer science, engineering and human factors and industrial organizational psychology—to search for methods and technologies that would best serve the educational needs of students of all ages with disabilities. Graduate students will be encouraged to “modify existing devices or invent new ones” to help students with disabilities achieve academic excellence.

In response to the community needing more students to pursue degrees in science and mathematics, the College of Science and Mathematics has designed and administered outreach programs to students and teachers in K–12. These programs have included exploring science, chemistry demonstrations, and the Sally Ride Science Festival. Professional conferences which provide an opportunity for researchers to interact with their peers are also supported by the College of Science and Mathematics. These conferences have recently included the International Symposium on Aviation Psychology, The International Cell Volume Symposium, the Miami Valley Organic Chemistry Symposium, and the Forensic DNA Conference. Many of these conferences have also been sponsored by national organizations and local industry.

COSM has also designed a Science Fair 101 program to get more local schools and more students involved in science fairs. Many teams of high school students from around Ohio also participate in a Trebuchet competition which COSM co-sponsors with the College of Engineering and Computer Science. Teams research, design, test and perfect their machine designs in preparation for a competition on the arena floor of the Nutter Center.

The BEACON (Baccalaureate Entry Accelerates Career Opportunities) Program in the College of Nursing and Health (CONH), with a three-year $100,000 grant from the U.S. Department of Health and Human Services (HHS), partners with local Historically Black Colleges and Universities (HBCU’s)—Central State University and Wilberforce University—and other agencies and institutions to increase the number of nurses of color and nurses from diverse backgrounds in the profession. The 15-month, five quarter program leads to a Bachelor of Science in Nursing degree (B.S.N.).

\(^1\) http://www.cehs.wright.edu/studentinfo/student_services/graduate_ted.php
Through its Early Assurance Program, the Boonshoft School of Medicine participates with HBCU’s in the area to support minority enrollment in medical education at Wright State.

The PECE-PACT (Parents Early Childhood Education/Positive Action Choices Training) provides a comprehensive range of services to Head Start teachers, students, and parents, in collaboration with the Miami Valley Child Development Center.

The Wright State University Kettering Center for Continuing Education, located in Downtown Dayton, annually offers training programs to over 10,000 business, government, and nonprofit sector participants.

Through the College of Education and Human Services’ (CEHS) ED LINK-12 Network, the college’s Division of Professional Development provides professional development opportunities to 54 school systems in Ohio, ultimately affecting about 180,000 students through service to nearly 9,000 teachers, administrators, and other professional school personnel.

Providing Access to Cultural Enhancement and International Understanding

The university provides numerous campus-based cultural programs that serve primarily as resources for faculty, students, and the external community, as well as year-round educational programs, entertainment and performances that serve the entire region. For example:

- The Department of Theatre, Dance, and Motion Pictures provides the community with numerous spectacular and well-attended performance venues.

- The Department of Music offers a guest artist series, a university orchestra that involves community members in performances, several chorales, and a Wind Symphony. Each of these has performances each quarter, and most of them are free to the public.

- The University Art Galleries offers five exhibitions each year, with art department faculty serving as curators for these exhibitions. One of the shows each year is called “Dayton Collects,” which exhibits the art work of Dayton collectors. The galleries are open and free to the public which means that there are numerous student and community visitors.

- Additionally, in 2004, the university actively engaged the community with a number of diversity oriented discussions including a Symposium on Brown vs. the Board of Education, and presentations by former Governor Wilder of Virginia, presidential candidate Carol Mosely Braun, and survivors of the Birmingham bombings.

- The university’s multicultural and gender centers offer programming that provides cultural enhancement to the university and the external community. The Bolinga Black Cultural Resources Center (BBCRC), for example, supports and promotes African-American culture and heritage and houses many of the university’s African-American resources. In addition, it encourages research on African-American history and culture and promotes the Black creative arts. Through programming, film series, conferences and workshops, the Bolinga Center has been fulfilling its mission for 35 years, almost as long as the University has been in existence! Its
annual program includes a fall quarter reception and Kwanzaa celebration; the winter quarter Bolinga Center anniversary and Dr. Martin Luther King, Jr., Birthday celebrations, as well as observance of Black History Month; and a spring quarter student recognition banquet. The public is invited to all of these events.

The **Asian/Hispanic/Native American Center** (AHNA) conducts annual surveys, focus groups, exit interviews and data analysis to identify needs and concerns of AHNA students, faculty and staff, and to respond to the needs of the community. The Center leads the celebrations of Hispanic Heritage Month, Native American Heritage Month and Asian Heritage Month, providing workshops, lectures, panel discussions, exhibits, film series, sports tournaments, essay contests, food-tasting, and cultural performances for the campus and local community. AHNA student organizations (Asian Student Association, Latinos Involved in Further Education, etc.) play a visible role in the community by responding to requests from community groups to do cultural presentations at local libraries, and/or talk about religious issues. For example, in the aftermath of the 9/11 tragedy, many Muslim students made presentations about Islam in local school districts and non-profit organizations.

The **Women’s Center** serves as Wright State’s central contact for resources and support for women on campus and in the surrounding area, offering among its outreach programs and initiatives the following: Mothers Offering Mothers Support (MOMS), Abuse Survivors Support Group, the Miami Valley Organization of Sexual Assault Initiatives Collaborative2, Take Our Daughters and Sons to Work Day, an Annual Art Show, a weekly film series, and a gender issues research series. Through the Women’s Center, the President also supports each year the nomination of a candidate to attend the Bryn Mawr Summer Institute of Women in Higher Education.

Through the **University Diversity and Advisory Council** (UDAC), WSU, in partnership with the community, participates in the Dayton “Dialogue on Race Relations,” a model adopted by the City of Dayton to promote better race relations in the community. This model differs from traditional “dialogues” in that the participants conclude by considering specific strategies for reconciliation and developing and implementing action plans. Since 2002, 33 WSU faculty and staff and 65 students have participated in this initiative, and more have agreed to be trained as facilitators.

The university also hosts an annual conference, “**Quest for Community,**” on diversity. This conference, modeled after the National Conference on Race and Ethnicity in Higher Education (NCORE), was established in 2001 by President Goldenberg to illustrate and showcase the campus’ efforts to enhance diversity in the classroom, workplace, and curriculum. The conference has grown to include presenters and participants from universities from across Ohio, and serves as a model for other campuses seeking to showcase and reward efforts to enhance diversity.

---

As stated earlier, in 2004, the university actively engaged the community with a number of diversity-oriented discussions including a Symposium on Brown vs. the Board of Education featuring Julian Bond, and presentations by former Governor Wilder of Virginia, presidential candidate Carol Mosely Braun, and survivors of the Birmingham bombings. 2005–06 programs have included Roger Wilkins speaking on the importance of renewal of the Voting Rights Act, Cornell West, Rebecca Walker, Donna Brazile, Ambassador Shirley Barnes, and numerous others.

The University Center for International Education (UCIE) provides a number of programs and supporting activities for both international students and American participants. These include: the quarterly International Brown Bag Series, the weekly International Coffee Hour, the annual International Friendship Affair, and International Education Week celebrations. Annually approximately 600 international students are supported through the Center, and UCIE assists in organizing, implementing, and monitoring the educational exchange relationships between WSU and its 14 international institutional partners.

UCIE has also pioneered a Comparative Regional Development Program (Project RENEUUS) under a new FIPSE EC-US Higher Education Cooperation Grant that involves the exchange of students, faculty, staff and administrators between regional communities on both sides of the Atlantic.

UCIE also organizes and administers a series of study and internship abroad programs, including the Ambassador Programs, WSU Exchange Programs and the Japan Co-op Program.

Finally, in cooperation with the University Honors Programs and Residence Services, UCIE sponsors the International Honors on Campus Program (IHOP) that promotes positive interaction among international students and academically motivated students from the U.S. by pairing these students together in university housing.

In the winter quarter of 2004, the Raj Soin College of Business initiated a program for 33 Chinese business executives from Shangdon Province to study at Wright State University. The group is participating in an intensive, 12-month program that features an MBA executive format with study in accounting, finance, economics, information systems, human resource management, and marketing.

Nutter Center

A major venue through which the university responds to the needs of its constituents is the University’s Ervin J. Nutter Center. In any given year, approximately 850,000 people attend events at the Nutter Center. These events include the home games for the Dayton Bombers Hockey team, the home games for the Raider basketball teams, high school sporting events and commencements, and family shows and concerts. In addition, the University has recently begun to host the Dayton Warbirds, an indoor football team, at the Nutter Center, a team expected to draw 35,000 people a year. Plans for an Ice Rink are also currently under discussion with a community vendor. The Rink will reside on Wright State’s land, but will be privately owned. The university, and its students, will, however, have access to the Rink 35 hours per week. The Nutter Center also brings to the region annually many cultural and other events ranging from internationally known entertainers to the Seventh Day Adventist annual conference and the regional Rib-Fest.
Summary and Evaluation of Core Component 5-a

As the above indicates, Wright State University is continually learning from the constituencies it serves and analyzes, on an ongoing basis, its ability to serve the needs of these constituents. The university’s work in service and engagement is founded in its metropolitan university mission that has been in place since the early 1980s. In fact, WSU was a leader in the urban/metropolitan university movement nationally. All units in the institution are involved in environmental scanning and demonstrate a commitment to a diversity of constituents as demonstrated in the examples above. The university’s outreach efforts are obviously numerous and they respond to identified community needs. WSU and the community are well served by the number of institutes, centers, and other units that respond to external constituents. Both will be better served in the future, however, if the university takes a more coordinated and unified approach to learning from its constituents and analyzing its capacity to meet their expectations, particularly in the five key partnership areas—K–12, two-year colleges, health-related industries, Wright-Patterson Air Force Base, and local and state government—the university has recently affirmed.

Core Component 5-b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Wright State University regularly demonstrates its capacity and commitment to engage with its constituents through curricular and co-curricula programs involving the majority of the nearly 3,000 nonprofit entities in the region, dozens of local and state governmental organizations, and hundreds of businesses in the Dayton-Springfield metropolitan area. Through the Provost’s Task Force on Community and Civic Engagement, the university is working to better coordinate and focus the university’s outreach and community and civic engagement, both through inventorying current efforts and defining new strategies, all the while ensuring an appropriate balance between internal and external commitment and efforts. As the current Strategic Plan makes clear, outreach and community and civic engagement are integral to the university’s mission and true to its long-standing history and status in the community.

The University’s Ohio Small Business Development Center, and Wright Center for Innovation all offer opportunities for business development, improvement and innovation, for example. The Nursing Institute of Western Ohio facilitates workforce development. The Kettering Center for Continuing Education offers training programs to the business, government, and nonprofit sectors that annually involve well over 10,000 community constituents.

As earlier examples illustrate, in the areas of health services and clinical research, outreach abounds. Additional examples follow:

- The Center for Brain Research and the Center for Genomic Research are focused on basic research questions in these respective areas.
The Center for Interventions, Treatment and Addiction Research (CITAR) in BSOM is best known for its Weekend Intervention Program, a court-mandated educational service for people convicted of DUI. Additionally, CITAR engages in cutting edge social and behavioral research related to IV drug use and HIV/AIDS.

The Alliance for Research in Community Health, the Center for Child and Adolescent Violence Prevention, the Center for Urban and Public Affairs, and the Center for Healthy Communities are all involved in community participatory research and serve as a technical assistance resource for the community. Several of these Centers engage the community through regular publications including Healthy Tomorrows, Links and Learn and Service Midwest, which highlight the activities of these successful community academic partnerships and provide additional educational resources in response to community identified needs. All of these efforts reflect the university’s metropolitan mission, build on economic and technological development, and provide leadership in health, education, and human services.

Co-Curricular Outreach Activities

In addition to many of the above examples, the university offers numerous other opportunities for students to engage the community through co-curricular activities. The University is a member institution of Ohio Campus Compact, which exists to support service learning and civic engagement in higher education in the state of Ohio; and in September 2004, the university hosted a Campus Compact conference, “Trading Spaces: Connecting Institutions, Classrooms, and Community through Service learning.” In addition to the above, in Fall 2004, the University College and the Office of Student Affairs coordinated the Freshman Plunge, which permitted first year students to volunteer at the Other Place, Nightingale House/Fisher House, Montgomery County Humane Society, SICSA, Voter Registration, the Out in the Streets program, and chapters of Amnesty International, Big Brothers/Big Sisters, Campus Girl Scouts, and Habitat for Humanity. In Fall 2005, first year students worked with Hannah’s Treasure Chest, preparing care packages for families in need.

School-specific social service and responsibility clubs include:

- ReachOut Montgomery County where health professions students volunteer at free clinics throughout the city;
- Student to Student, where medical students provide health education services in elementary and secondary schools throughout the region;
- the American Medical Student Association; the School of Professional Psychology Social Responsibility Club, the Wright State Student Nursing Association, the Social Work Service Club; the American Humanics organization and the Global Health Initiative which support students in international electives.
- The International Business Club which educates students about cultural awareness and global business issues.
The Pan-Hellenic Council which consists of sororities and fraternities and facilitates involvement in several philanthropic efforts. After the devastating tornadoes ripped through the Hamilton County, Ohio, area, for example, the Greek Affairs Council, along with the Inter Fraternity Council and Pan-Hellenic Council, set up a Tornado Relief table to collect money, canned foods and baby supplies. The councils worked together to ease the suffering of the victims of the tornadoes. The Pan-Hellenic Council also collected clothing for the YMCA, which assists women living in shelters to get back on their feet.

Student organizations and the Freshmen Plunge initiative have been similarly involved in providing assistance for victims of Hurricane Katrina.

The Lake Campus has the capacity and the commitment to engage with its identified constituencies and communities through the Business Professionals of America, Organizational Leadership Program, Camp Read, and Junior and Senior Scholastic Bowls. Faculty and staff often play key roles in local, state, and national organizations; and the YMCA at the Lake Campus is used by the community and campus constituents.

Summary and Evaluation of Core Component 5b

As demonstrated in this section of the self-study, WSU has the capacity and commitment to engage with its identified constituencies and communities. The university’s structures, processes, co-curricular activities, educational programs, physical and human resources, and planning processes are continually engaged in community service and outreach. However, there is no centralized coordination of the university’s outreach and service activities to better determine the university’s capacity to serve the community and constituents. As a result, the outpouring of outreach to the community is virtually unlimited. The upcoming recommendations of the University’s Committee on Community and Civic Engagement should provide some guidance here.

Core Component 5-c

The organization demonstrates its responsiveness to those constituencies that depend on its services.

Wright State University actively demonstrates its responsiveness to those constituencies that depend on its services. Much of the evidence cited above responds to this core component. Additionally, there are a number of programs that have been developed in direct response to constituency identified need, including pre-college enrichment programs, pre-professional support programs, articulation agreements with other institutions, new degree and certificate programs, consortial programs, continuing education opportunities, and local chapters of national associations brought to the community through the university.

To provide “pre-college” access to scholarship and learning the university offers the following:

- The Mini U Program, a pre-college program that serves as both a recruiting tool and a stimulus for community youth to consider careers requiring preparation through university enrollment;
The Summer Bridge Program through the College of Liberal Arts (COLA): Summer Bridge is a 6-week summer enrichment program for 7th and 8th graders from City of Dayton Schools;

A Saturday Art Academy, offered through COLA, that provides a free college level drawing course for high school juniors and seniors; COLA also offers summer band camps and music instruction through its Community Music Division;

The Wright Stepp Program in the College of Engineering and Computer Science which targets minority and economically disadvantaged students from area high schools to prepare them for subsequent success in science and math in college;

A host of accredited educational and enrichment programs, including residential programs, offered through the Office of Pre-College Programs to the K-12 population.

The Mini Med School and the Horizons in Medicine Programs which introduce high school students to courses of study and possibilities for careers in the health care industry, and offer minority and underserved high school students a pre-college enrichment program preparing them for undergraduate education in the basic sciences.

The Short Term Experience Access for Minority Students (STREAMS) program and the Summer Science Apprenticeship Program (SCAP) in COSM and BSOM, designed to introduce college students to the possibility of a career in medicine or research.

In the College of Nursing and Health, nursing students plan and staff two pre-college Discovery camps called Teddy Bear Wellness and Adventures in Health.

Wright State also has a number of consortial programs that respond to constituent needs including the Early Assurance Program which establishes a partnership with historically black institutions in the area to support minority enrollment in medical education at Wright State.

Summary and Evaluation of Core Component 5c

Through collaborative ventures between and among academic and support units and the community, articulation agreements, partnerships, and contractual agreements, the university is continually involved in responding to the needs of the many communities it serves. As stated above, however, In the future, WSU needs to take steps to better coordinate the university’s outreach as it continues to respond to the many constituencies that depend upon it for services.

Core Component 5-d

Internal and external constituencies value the services the organization provides.

At Wright State University, the academic and other units work to ensure that the services provided are valued by the constituents served. Through the large number of community leaders and alumni on advisory councils, and through other means, WSU garners feedback to continuously improve all programs:

---

3 See the previous Chapter on Criterion Four.
Chapter Five

Criterion Five: Engagement and Service

■ All of the colleges use advisory boards to assist in curricular and co-curricular programming. For example, the College of Liberal Arts currently has over 200 individuals involved on advisory boards at the college and departmental levels. These individuals contribute time and financial resources to the college’s efforts. Their involvement is a testament to the value they place upon the college’s work.

■ The College of Liberal Arts’ ARTSGALA, a major fundraiser for the arts, has an advisory board of 40 prominent community individuals who participate in planning, implementing and evaluating this event that raises over $100,000 each year for scholarships for students from the Miami Valley who show financial need and who attend WSU to major in the fine and performing arts. In recent years the annual ARTSGALA has been supported by over 20 corporations and 600 patrons.

■ Over 100,000 people per year attend the performances and exhibition of WSU’s fine and performing arts. In fact, the nationally recognized Theatre program has produced two original productions based on Dayton’s history of the 1913 flood and the Wright Brothers and Paul Laurence Dunbar.

■ The tremendous success of the university’s first ever capital campaign, “Tomorrow Takes Flight,” is a very strong testament to the value the university’s constituents place on the institution and its services. The goal of that campaign was $40 million; yet already more than $100 million has been raised, most of it from the region, to support the needs of the entire university enterprise: scholarships, program development and enhancement, facilities, research, etc. As part of the “Tomorrow Takes Flight” campaign, a major gift of $5 million was received from the local community to create a geriatrics program in the School of Medicine; an even larger gift of $28.5 million followed in 2005 to name the School of Medicine the Boonshoft School of Medicine.

■ In the years since the last accreditation visit, WSU has received federal, state, local, and foundation funding for work involving community partnerships, and some of those funds have gone directly into the community in sub-contracts to constituents. The $11 million grant that WSU received from the state to create the Wright Center of Innovation for Advanced Data Management and Analysis, for example, engages more than 25 academic and industry partners and has $43 million of total funding, inclusive of in-kind contributions.

■ Through the College of Education and Human Services’ ED LINK-12 Network, the college’s Division of Professional Development provides professional development opportunities to 54 school systems in Ohio, ultimately affecting about 180,000 students through service to nearly 9,000 teachers, administrators, and other professional school personnel. The demand for this program remains strong.

■ The phenomenal growth in research and external contracts from $26 million in 2006 to $63 million in 2005 attests to ongoing support and appreciation by external granting agencies, including NSF, NEH, and NIH, for the university’s work.
Finally, as a demonstration of the value that external constituents place on WSU’s work in the community, in 2003, President Goldenberg was awarded two major regional recognitions for his and the university’s work in the community: the National Conference on Community and Justice Humanitarian of the Year Award, and the Dayton Business Journal Business Executive of the Year Award.

Summary and Evaluation of Core Component 5-d

Internal and external constituencies obviously value the service WSU provides. Many different external constituents participate in the university’s activities and are deeply involved in its work. The university’s facilities are open and available to the public at all times, and the university is continually working to fulfill the needs of the regional and state workforce both on an academic and a continuing education basis.

Opportunities to Improve

The history of Wright State University has been to be deeply involved in service and engagement. In fact, the university was created because a group of corporate leaders from the community committed their time and resources to ensure that the Dayton Metropolitan region had a public university. Because WSU was created by the community, it has always, at both its Lake and Main Campuses, been an integral part of that community, giving back to that community in reciprocal partnerships that serve both well. Virtually every academic and support unit of the university is deeply involved through its students, faculty, and staff in giving back to the community.

Still, as indicated throughout this chapter, there are obvious areas in which the university needs to improve its outreach and engagement. The examples given throughout this chapter are representative of a growing number of initiatives to engage the community. Strong institutional coordination of outreach, clarification of the current scope and depth of the university’s engagement, careful evaluation of the degree to which university centers and institutes effectively and efficiently serve current and future needs, determination of the cost to the institution of current engagement and outreach, and articulation of formal expectations of Wright State students in the area of community and civic engagement are all needed. In recognition of the above, the university has already identified five key areas for university outreach—K–12, two-year colleges, the health care industry, Wright Patterson Air Force Base, and local and state government. As it moves ahead, the university will also want to do more to both capture and promote its outreach efforts, perhaps through the publication of an annual “University Report to Its Public.”

See item #9 of the institutional improvement plan (IIP).
OPERATIONAL INDICATORS

- Federal Compliance
- Demographics
- Educational Programs
- Financial Strength
- Institutional Scope of Activities
Operational Indicators

- Federal Compliance Data
- Demographics
- Educational Programs
- Financial Strength Data
- Institutional Scope of Activities

This chapter is prepared consistent with The Higher Learning Commission Annual Institutional update format. This allows for the inclusion of a quick summary of general institutional information beyond the basic indicator data noted as part of Wright State’s Self Study Guide.

Introduction

Wright State University maintains a commitment to integrity in part through its compliance with federal and state regulations, closely following its own Board-approved policies, accurately communicating its programs and costs, and offering curricula and services that meet high academic standards.
Federal and State Regulations:
Institutional Compliance with the Higher Education Reauthorization Act

Wright State University complies with the requirements of the Higher Education Reauthorization Act. Documents related to Title IV compliance, including the program participation agreement (PPA), eligibility and certification renewal (ECAR), and default rate reports will be available in the NCA Resource Room. Title IV, of course, also includes other responsibilities, involving an extensive array of reporting requirements for institutions that participate in federal financial aid programs. Information taken from several of these reports follows.

- Wright State University’s default rate in the Federal Family Education Loan (FFEL) Program for 2000–01 was 3.5% compared to the national average of 4.4% for public four-year institutions. The university’s FY2002 default rate for the Perkins Loan Program was 8.37%, below the national average of 8.85%. Default rates are also below those that require management plans.

- The Student Right to Know Act requires each institution to report graduation rates for entering freshmen cohorts and to make the information available in publications. The graduation rate information required by the act is published on the university Web site\(^1\) as well as in The Student Fact Book.

- The graduation and continuation rates for the fall 1999 (source: CSRDE) entering freshmen cohort were:
  - Entering full-time freshmen: 2,127
  - Graduated from WSU within 6 years: 855 (40.2%)
  - Enrolled at WSU during fall 2003: 72 (3.4%)
  - Total graduated or still enrolled: 927 (43.6%)

- First year retention rates at Wright State University average approximately 70% (73% for Fall 2005), with an additional 15% (average) retained at other state universities\(^2\). The average retention for Open University Main Campuses is approximately 65% at the same institution with an additional 12% at any institution.

- Campus crime statistics are reported annually for a three year period, as required by the Student Right to Know Act and the Campus Security Act. The campus police department sends Student Right-to-Know brochures that include crime statistics to all students and family members, and makes them available to staff and faculty when requested (can be picked up at headquarters or Communications Office, or can be mailed to the requestor). Crime prevention seminars are offered on campus every quarter, and additional pamphlets are available at that time. The campus community is notified of the reports each fall, and they are easy to access online at http://www.wright.edu/police/campussecurity.pdf

---
\(^1\) http://www.wright.edu/assessment/bpra/institutional/success.html
Several other required federal reports are available in hard copy. They include the Equity in Athletics Annual Report and the Integrated Post-Secondary Education Data System (IPEDS) reports (Institutional Characteristics, Completions, Salaries, Fall Enrollment, Fall Staff, Employees by Position, Financial Aid, and Finance).

**Federal Compliance Visits to Off-Campus Locations**

WSU offers degree and licensure programs across the state, and uses technology to serve out-of-state students. The Annual Institutional Data Update that the university submits to the Higher Learning Commission lists the degree program sites. While courses are offered at each site, all admissions, registration, financial aid, and tuition and fee payments are managed from the main campus. Thus, none of the off-campus sites meet the federal requirements to be a stand-alone site.

**Credits, Program Length, and Tuition**

WSU operates on a quarter schedule. Fall, winter, and spring quarters are approximately 10 weeks long. Summer term has distinct sessions—a 10-week session, two five-week sessions. In addition, the university meets the needs of adult, nontraditional, and working students by delivering classes through Web-based and interactive-video formats and in evenings and/or on weekends. Instructional contact time determines course credit hours, regardless of format or quarter schedule.

The university offers degree programs at the associate, bachelor, master’s, educational specialist, doctoral, professional, and medical level. The array of programs is determined largely by the institution’s mission: Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State University will provide: access to scholarship and learning; economic and technological development, leadership in health, education, and human services; cultural enhancement, and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research. The Ohio Board of Regents approves each degree program at WSU. Degree program requirements vary appropriately by degree and discipline.

During the past few years, the university has worked to change the undergraduate education course structure from a 3 hour basis to a 4 hour basis. While the effort has been a challenge for many undergraduate programs, the process is complete.

The Graduate School requires a minimum number of credit hours for degrees (45 quarter hours beyond the baccalaureate for the master’s, 45 beyond the master’s for the educational specialist, and at least 90 beyond the master’s for the doctorate). Many graduate programs meet additional accreditation requirements for academic or professional associations, such as American Psychological Association, Council for the Accreditation of Counseling and Related Educational Programs, National Council for Accreditation of Teacher Education, National Association of Schools of Music, and American Speech-Language-Hearing Association. Some accrediting agencies require an extensive array of courses, resulting in credit-hour requirements that exceed the minimum required by the university.
The classroom experience for undergraduate students at the university includes extensive contact with full-time faculty members; about 62% of all undergraduate student credit hours are taught by full-time faculty (Classes range from fewer than five students to large lecture or activity classes with more than 100.). The median lecture size for undergraduate students is 25 students (Performance Report 2004). About 11% of the university’s course enrollments are taught in classes with 19 or fewer students, and about 35% are taught in classes with 50 or more students. Full-time faculty teach more than 80% of graduate-level courses. WSU directs a high percentage of its state-appropriated budget to instruction.

WSU has differentiated tuition based on residency (Ohio resident or non-resident) and level of study (undergraduate or graduate). The university charges four basic tuition rates: resident/undergraduate, non-resident/undergraduate, resident/graduate, and non-resident/graduate. Wright State University assesses instructional and general fees based on a set of cohort fee schedules. Continuing students may be classified as Cohort 1, Cohort 2 or Cohort 3 and must meet set criterion each quarter to maintain the relevant cohort status as long as the fee schedules are in effect. Tuition rates are published in the Current Funds Budget Fiscal Book and online. Wright State participates in a reciprocity program with several Indiana counties that is supported by the Ohio Board of Regents. As part of the agreement, counties on the northeast border of Indiana can attend Wright State University for in-state resident fees.

To help programs and to provide clear information to consumers, the university annually reports data about enrolled students in the Fall Student Fact Book which is also available online and which includes information about student characteristics, enrollment, financial aid, and degree completions. Additional reports on the Web site focus on the student profile, individual academic programs (Program Profiles), college guide information (Common Data Set), graduation rate disclosure information (Graduation Rate Disclosure), and undergraduate attrition and cohort retention (Undergraduate Attrition and Cohort Retention).

Advertising and Recruitment Materials

The accreditation status of WSU is accurately reported in advertising and recruitment materials. Three prominent examples include the following:

- The 2003–2005 WSU Undergraduate and 2002–2004 Graduate Catalog (page 12) relate lists of accreditations, memberships and affiliations, including accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. The Undergraduate and Graduate Catalogs are currently available on-line: graduate and undergraduate.

- A Web site devoted to WSU’s preparation for the self-study report provides contact information for the Higher Learning Commission.

Resolution of Student Complaints

Based on its mission, beliefs, and values, Wright State offers a variety of methods for students to resolve complaints. These include those outlined in the Code of Student Conduct, WSU Police Department, Office of Disability Services, and Student Legal Services. Other services and policies

---

3 http://www.wright.edu/assessment/bpra/institutional/inde...
4 http://goto.wright.edu/academics/catalog/grad/aboutwsu/accred.html
5 http://wright.edu/catalog/
that may help students with particular concerns are available through Student Support Services, the University College, and all colleges and schools.

Faculty, staff, and administrators serve as role models and mentors to students. Accordingly, employees model high standards of professionalism. As discussed in Criterion One, the expectation for high standards is communicated in several written documents, including the Faculty Handbook, the AAUP–CBA, the Code of Student Conduct, and the university catalog. These outline faculty responsibilities to practice intellectual honesty, demonstrate respect for students, protect students’ academic freedom, demonstrate respect for colleagues, and be effective teachers and scholars.

To encourage and foster academic excellence, the university also expects students to conduct themselves in accordance with generally accepted norms of ethical behavior and scholarship. Expectations for student conduct, and the sanctions for misconduct, are outlined in the Code of Student Conduct. All appeals related to academic misconduct decisions are made by the University Appeals Committee. Information on the student appeals process appears in the Code of Student Conduct. The University Appeals committee is comprised of two faculty representatives, one of whom serves as chair, and one student representative. Graduate and undergraduate students participate in the appeals process. Disciplinary procedures outlined in the Code of Student Conduct provide appropriate due process and are educational and developmental in nature. Records of previous actions of the University Appeals Board are maintained within the Office of Student Judicial Services.

The university offers a variety of processes that allow faculty, staff, and students to contest administrative and academic decisions. In every instance, the appeal procedures and the rights granted to the parties exceed the minimum requirements of due process and other applicable laws, rules, and regulations. Wright State’s procedures are designed to achieve fundamental fairness with regard for the rights of all segments of the university. The Director of Student Judicial Affairs and Greek Life is charged with oversight of student disciplinary procedures including incidents of academic misconduct. All due process and appeal procedures for students are contained in the Code of Student Conduct.

Students can also resolve complaints concerning academics and request exceptions to scholastic regulations through the academic petition process. Undergraduate students submit such petitions to the Registrar’s Office. This office then submits the petition to the college of the student’s major for review by the college’s faculty petitions committee. This committee makes the initial decision on the student’s petition. Petitions that pertain to university requirements are given a second level of review by the Undergraduate Student Petitions Committee, a committee of the Faculty Senate, which meets on a monthly basis during the academic year. This committee consists of a faculty representative from each college. The university committee makes the final decision, and official minutes are kept in the Office of the Registrar. The student’s petition is kept in the student’s file in the college of the major. Should a student appeal the decision of this committee, the Vice President for Curriculum and Instruction will review the petition and take any further action deemed appropriate. Records of these actions are kept on file in the Office of the Vice President for Curriculum and Instruction as well as in the Registrar’s Office.
Petitions from graduate students are filed through the School of Graduate Studies and are reviewed by a faculty committee in the college of the student’s major. Further levels of review are the Graduate Council and the Dean of the School of Graduate Studies. Petitions are kept in the student’s file in the School of Graduate Studies.

Students who experience extraordinary extenuating circumstances leading to a withdrawal during a term may also file petitions for exceptions to the university’s refund policy. These petitions are reviewed by the Associate Registrar. Denied refund petitions may be appealed to the university’s Refund Appeals Committee. The Vice President for Curriculum and Instruction may review any further appeals that have been denied by the Refund Appeals Committee. Refund petitions are filed in the Office of the Registrar.

Students also have the right under FERPA to challenge information included in their educational record and may file an appeal through the Office of the Registrar. Procedures for appeal are defined in the University’s privacy policy. The policy is published online in the Wright Way Manual and it is on file for student review in the Office of the Registrar.

Students who believe they were incorrectly classified as a nonresident of Ohio for tuition purposes are directed to contact the Office of the Registrar to request a reclassification of residency status. Student complaints are researched and corrected in accordance with Ohio Board of Regents Rule 3333-1-10. A student whose application has been denied may submit an appeal that will be reviewed by the Office of General Counsel. Residency documents are filed in the Office of the Registrar.

### Summary

WSU considers compliance with federal and state policies and regulations to be essential to its maintenance of a student-centered atmosphere where integrity is grounded in honesty, trust, fairness, respect, and responsibility.

### Demographics

The demographics of Wright State’s students, faculty, and staff have changed since 1996 as indicated in the charts below:

<table>
<thead>
<tr>
<th>Table 6-1 Student Headcount By Status (IPEDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Headcount By Status (IPEDS)</strong></td>
</tr>
<tr>
<td>Fall ‘96</td>
</tr>
<tr>
<td>Full-time undergraduate</td>
</tr>
<tr>
<td>Part-time undergraduate</td>
</tr>
<tr>
<td>Full-time graduate</td>
</tr>
<tr>
<td>Part-time graduate</td>
</tr>
<tr>
<td>Full-time post-baccalaureate first professional</td>
</tr>
<tr>
<td>Part-time post-baccalaureate first professional</td>
</tr>
<tr>
<td>Non-credit student–all levels</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
The percentage of undergraduate students enrolled full-time has increased every year from 73% of the total undergraduate enrollment in Fall 1996 to 86% in Fall 2004.
The number of graduate students enrolled full time was relatively stable from Fall 1996 (1,164) to Fall 2001 (1,235), then it increased significantly to 1,752 in Fall 2003 when full time enrollment surpassed part time enrollment for the first time. Full time enrollment continued to increase in Fall 2004 to a high of 1,837. Part time enrollment generally decreased from 2,288 in Fall 1996 to 1,485 in Fall 2004.

The percentage of graduate students enrolled full time generally increased each year until it became the majority of enrollments (53%) in Fall 2003. Full time students made up 55% of total graduate student enrollment in Fall 2004.
The total number of faculty, administrators and staff increased 16% (316) from 1,959 in Fall 1997 to 2,275 in Fall 2004. Faculty increased by 22% (136) and administrative employees increased by 24% (164). Staff numbers fluctuated with an overall 2% increase (16) between Fall 1997 and Fall 2004.
**Total Entering Undergraduate Headcount (IPEDS)** (includes freshmen and new transfer students)

<table>
<thead>
<tr>
<th></th>
<th>Fall '96</th>
<th>Fall '97</th>
<th>Fall '98</th>
<th>Fall '99</th>
<th>Fall '00</th>
<th>Fall '01</th>
<th>Fall '02</th>
<th>Fall '03</th>
<th>Fall '04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>2,641</td>
<td>2,771</td>
<td>2,901</td>
<td>2,915</td>
<td>2,890</td>
<td>2,945</td>
<td>3,064</td>
<td>3,242</td>
<td>3,270</td>
</tr>
<tr>
<td>Part-time</td>
<td>648</td>
<td>706</td>
<td>654</td>
<td>415</td>
<td>469</td>
<td>427</td>
<td>656</td>
<td>527</td>
<td>601</td>
</tr>
</tbody>
</table>

**Entering Undergraduate Student Headcount—IPEDS**

Total entering undergraduate enrollment has increased overall from 3,289 in Fall 1996 to 3,769 in Fall 2003. Full-time enrollment of these students increased each year except Fall 2000 when it decreased slightly. Part-time enrollment fluctuated throughout years from a low of 415 in Fall 1999 and a high of 706 in Fall 1997.

**Entering Undergraduate Student-Percentage Part/Full Time - IPEDS**

The percentage of entering undergraduate students enrolled full-time has increased overall from 80% in Fall 1996 to 84% in Fall 2004.
Institutional Faculty and Staff Headcount (IPEDS)

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty</th>
<th>Administrative Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1997</td>
<td>620</td>
<td>692</td>
<td>1,959</td>
</tr>
<tr>
<td>Fall 1999</td>
<td>653</td>
<td>753</td>
<td>2,074</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>681</td>
<td>803</td>
<td>2,171</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>682</td>
<td>818</td>
<td>2,151</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>710</td>
<td>845</td>
<td>2,210</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>756</td>
<td>856</td>
<td>2,275</td>
</tr>
</tbody>
</table>

The total number of faculty, administrators, and staff increased 16% (315) from 1,959 in Fall 1997 to 2,275 in Fall 2004. Faculty increased by 33% (315) and administrative employees increased by 24% (144). Staff members fluctuated with an overall 2% increase (16) between Fall 1997 and Fall 2004.

Institutional Faculty & Staff Percentage Headcount - IPEDS

Faculty made up consistently 31-33% of the total institutional headcount and staff decreased from 33% to 32%. Administration headcount increased from 35% to 36% of the total institutional headcount.
Faculty Headcount by Status (IPEDS)

<table>
<thead>
<tr>
<th>Fall 1997</th>
<th>Fall 1999</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
<th>Fall 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>586</td>
<td>616</td>
<td>645</td>
<td>649</td>
<td>671</td>
</tr>
<tr>
<td>Part-time</td>
<td>34</td>
<td>37</td>
<td>36</td>
<td>33</td>
<td>39</td>
</tr>
</tbody>
</table>

Chart 6-15 Faculty Headcount by Status (IPEDS)

Full-time Faculty Headcount—IPEDS

Part-time Faculty Headcount - IPEDS
Educational Programs

Wright State University offers a number of programs leading to: award of pre-associate certificates; award of other undergraduate certificates/ diplomas; award of undergraduate degrees (associate and baccalaureate); award of graduate degrees; award of post-baccalaureate certificates; and award of post-baccalaureate first professional degree. Please refer to the Operational Indicators—Supplemental Data section in the Resource Room which describes the number of program completions annually since 1996.

Generally, data show consistent offerings since 1996–97, with incremental additions in areas as follows:

- Pre-Associate Certificate Programs increased from nine (9) in 1996–97 to ten (10) by 2004–05 with the addition of “Photoshop Design and Applications” in 1999–2000.

Lake Campus Associate Degree Programs decreased from 15 (fifteen) to 13 (thirteen) by 1999–2000, to 12 (twelve) in 2003–04, although significant changes occurred within those net totals, including the dropping of the Associate of Arts in English and Geography; the combining of the Associate of Applied Business in Management and Accounting into one degree now known as Financial Management; the consolidating of options in the Associate of Applied Science in Mechanical Engineering Technology into one major now known as Computer Aided Drafting and Design; reactivating the Associate of Arts in Communications; adding a new AA degree in Liberal Studies; and adding a new major in Information Technology: Graphic Communication and Design to the AAB degree.

Baccalaureate Degree Programs reflect significant changes in the College of Education and Human Services taxonomy due to the transition from certification to licensure in the State of Ohio and the further diversification of the university. Notable additions at the baccalaureate level include African and African-American Studies, Women’s Studies, Criminal Justice, Organizational Leadership, Athletic Training, and Sign Language Interpreter.

Graduate Studies programs increased:

- From thirty-eight (38) Master’s Degree Programs to forty-three (43), with the addition of Accountancy; Aerospace Medicine; Logistics Management: Supply Chain Management; Applied Behavioral Science: International Comparative Politics; Music: Performance; Teaching: Interdisciplinary Science and Mathematics; Public Health; and Pharmacology and Toxicology. Deleted Master of Arts/Education: School Social Worker.
- From four (4) Doctor of Philosophy degrees to five (5), with the addition of Environmental Sciences.
- Professional doctoral degrees remained at two (2) with School of Medicine and School of Professional Psychology.
- Post-baccalaureate certificate programs increased from net seven (7) to net fifteen (15).

Changes in completion rates, including number of undergraduate degrees awarded; undergraduate certificates/diplomas awarded; graduate degrees awarded; post-baccalaureate certificates awarded; and post-baccalaureate first professional degrees awarded are as follows:

- Associate Degrees have increased from 67 in 1996–97 to 79 in 2004–05, an increase of 12 and 18%.
- Bachelor’s degrees have increased from 1,746 in 1996–97 to 2,035 in 2004–05, an increase of 289 and 17%.
- Master’s Degrees increased significantly, with a net increase from 924 in 1996–97 to 1,182 in 2004–05, an increase of 257 and 28%.
- Doctorates have increased from 13 in 1996-97 to 19 in 2004–05, an increase of 6 and 46%.
- First Professional (SOM and SOPP) have fluctuated somewhat, yet overall have remained steady, from 109 in 1996–97 to 107 in 2004–05.
Undergraduate credit hours generated by full-time and part-time faculty respectively; and graduate and post baccalaureate first professional credit hours generated by full-time and part-time faculty respectively are as follows (1996 and 1997 Fall data are not available):

- From Fall 1998 to Fall 2003 (Fall 2004 data not available until Spring 2006) the percentage of undergraduate credit hours generated by full-time faculty changed from 66% to 62%; for part-time faculty from 34% to 38%.
- From Fall 1998 to Fall 2003, the percentage of graduate credit hours generated by full-time faculty changed from 79% to 82%; for part-time faculty from 21% to 18%.

Instructional spending per FTE and percent of unrestricted revenues (excluding on-mandatory transfers) used for instruction appear below:

- Instructional spending per FTE has decreased from $6,459 in FY 1997 to $5,276 in FY 2004. The percent of unrestricted revenue used for instruction also decreased from approximately 49.2% in FY1997 to 42.4% in FY2004. These decreases are a result of recent budget cuts due to state funding and increasing student enrollment.

Financial Strength

Although there have been many economic changes since the last accreditation process, Wright State University continues to operate from a position of financial strength.

Financial analysis is a complex process. There are many factors that may be used to analyze financial condition. The Higher Learning Commission has limited that universe to six factors that it believes will allow it to sufficiently monitor the University’s financial condition. The purpose of this narrative is to review these factors, to identify trends indicated by each and to analyze what those trends would seem to indicate about the university’s financial condition. Other aspects of the university’s financial picture will also be reviewed, including current challenges and the university’s responses to those hurdles.

Financial Data

Before delving into the specific financial data required for analysis, it should be noted that the university reports its financial position and results of operations in accord with industry standards as established by the Government Accounting Standards Board (GASB). The resulting financial statements are subjected to an annual audit by an outside accounting firm. In each of the years since its last accreditation review, the university’s financial statements have been judged to fairly present, in all material respects, the financial position and results of operations for each fiscal year. The data used to generate the ratios and other statistical information analyzed below is derived from these financial reports as well as underlying work papers.

Net Operating Income. Simply stated, net operating income is the difference between operating revenues and operating expenses. It measures the extent to which expenses are covered by revenues generated by the entity. For those years in which expenses outweigh revenues, a deficit is created.
Naturally, recurring deficits are detrimental to an organization’s financial condition and are, therefore, to be avoided. Although entities such as Wright State are not in business to generate a profit as normally defined, the accumulation of small surpluses is appropriate so as to provide for future contingencies and capital needs of the institution. It should be noted that the need for surplus accumulation increases for subsidized institutions as the level of subsidy declines. This is especially true for highly subsidized educational institutions like Wright State, which depend on such support for much of its revenue base.

Wright State’s net operating income/(deficit) for the past ten fiscal years is provided below in Chart 6-19 (all amounts in thousands):

<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Income/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY96</td>
<td>$11,310</td>
</tr>
<tr>
<td>FY97</td>
<td>$11,798</td>
</tr>
<tr>
<td>FY98</td>
<td>$5,829</td>
</tr>
<tr>
<td>FY99</td>
<td>($367)</td>
</tr>
<tr>
<td>FY00</td>
<td>$11,063</td>
</tr>
<tr>
<td>FY01</td>
<td>$7,368</td>
</tr>
<tr>
<td>FY02</td>
<td>$9,774</td>
</tr>
<tr>
<td>FY03</td>
<td>$12,678</td>
</tr>
<tr>
<td>FY04</td>
<td>$13,797</td>
</tr>
<tr>
<td>FY05</td>
<td>$15,124</td>
</tr>
</tbody>
</table>

As can be seen from this data, Wright State University produced operating surpluses in nine of the ten fiscal years under review, the only exception being a small deficit in 1999. These surpluses indicate that the University is managing its operations so as to cover its costs of operation and to provide appropriate increases in its reserves to cover significant unanticipated expenditures and capital maintenance.

Net Income Ratio. Closely aligned with the net operating income indicator is the net income ratio. As intimated above, the level of surplus (or deficit) generated by a not-for-profit entity such as Wright State University is usually scrutinized for its level of appropriateness. Insufficient revenues will result in a deteriorating financial condition and threaten the viability of the university’s mission. However, excessive revenues will make contributors and oversight agencies anxious that resources are not being spent in fulfillment of mission objectives. Therefore, a balance between these two extremes must be struck. Although no official industry standard is available for comparison, Wright State’s ratio seems to accomplish this balancing act, as indicated below in Chart 6-20.

As can be seen, Wright State’s net income ratio has fluctuated between a low of –0.2% in 1999 to a high of 6.0% in 1996. This means that revenues generated by the university have exceeded expenses, but not excessively so. In other words, Wright State spends more than 95% of the revenues that it generates. This results in a reasonable increase in its reserves allowing it to better meet any future challenges. Such reserves provide assurance of future fiscal stability.

Viability Ratio. The next ratio identified by the Higher Learning Commission is the viability ratio, which measures the university’s ability to cover its capital related debt with existing reserves (expendable net assets). It is a conservative measure of the university’s ability to extinguish debt in the event of total liquidation. In theory, the higher this ratio the more able the entity is to absorb further debt should the need arise.
Wright State’s viability ratios for the years under review are listed below (note that numbers represent the number of times expendable fund balances would cover capital debt outstanding):

<table>
<thead>
<tr>
<th>Year</th>
<th>Chart 6-21 Viability Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY05</td>
<td>2.3X</td>
</tr>
<tr>
<td>FY04</td>
<td>6.1X</td>
</tr>
<tr>
<td>FY03</td>
<td>4.4X</td>
</tr>
<tr>
<td>FY02</td>
<td>5.5X</td>
</tr>
<tr>
<td>FY01</td>
<td>4.9X</td>
</tr>
<tr>
<td>FY00</td>
<td>3.8X</td>
</tr>
<tr>
<td>FY99</td>
<td>3.0X</td>
</tr>
<tr>
<td>FY98</td>
<td>3.2X</td>
</tr>
<tr>
<td>FY97</td>
<td>2.6X</td>
</tr>
<tr>
<td>FY96</td>
<td>1.8X</td>
</tr>
</tbody>
</table>

The ratio declined to 2.3 times in FY05, but remained within the historical range of 1.8 to 6.1 times. A review of underlying data indicates this decrease resulted from the issuance of $31.4 million in general receipt bonds to fund various campus construction projects in FY05. This increase in debt was partially offset by a 19% increase in expendable net assets (the numerator in the ratio calculation). Despite this ratio’s decline, it continues to reflect a strong financial position for Wright State. Even if the worst-case scenario came to pass and all of the University’s debt was called at one time, it still has more than twice as much as would be necessary to totally extinguish the debt.

**Debt Burden Ratio.** The debt burden ratio is a measurement of the University’s ability to meet annual debt service payments. The ratio is calculated by dividing annual debt service payments (principal and interest) by total operating expenses to determine the percentage of total expenditures that are devoted to debt repayment. Obviously, organizations seek to minimize this percentage so that more resources are available for the provision of mission-related services. Wright State’s debt burden ratios for the years 1996 to 2005 are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Chart 6-22 Debt Burden Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY05</td>
<td>1.91%</td>
</tr>
<tr>
<td>FY04</td>
<td>0.96%</td>
</tr>
<tr>
<td>FY03</td>
<td>0.80%</td>
</tr>
<tr>
<td>FY02</td>
<td>0.92%</td>
</tr>
<tr>
<td>FY01</td>
<td>0.94%</td>
</tr>
<tr>
<td>FY00</td>
<td>0.96%</td>
</tr>
<tr>
<td>FY99</td>
<td>0.92%</td>
</tr>
<tr>
<td>FY98</td>
<td>0.92%</td>
</tr>
<tr>
<td>FY97</td>
<td>0.93%</td>
</tr>
<tr>
<td>FY96</td>
<td>1.17%</td>
</tr>
</tbody>
</table>

The increase in FY05 was the result of the aforementioned bond issuance. For the period under review, at no time has the ratio exceeded 2%, indicating that more than 98% of the University’s operating expenses go toward the provision of program services and support functions. The low level of this ratio provides convincing evidence of the University’s fiscal strength and, as well, ample capacity to absorb more debt should conditions prevail that would warrant such action.

**Primary Reserve Ratio.** The final ratio identified by the Higher Learning Commission is the primary reserve ratio. It attempts to measure the adequacy of the organization’s reserves to cover normal operating expenses and mandatory transfers. Calculation of the ratio results in the percentage of total expenditures and mandatory transfers that could be covered by expendable fund balances in the event of all sources of revenue cease to exist. Wright State’s primary reserve ratios are provided below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Chart 6-23 Primary Reserve Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY05</td>
<td>35.3%</td>
</tr>
<tr>
<td>FY04</td>
<td>31.9%</td>
</tr>
<tr>
<td>FY03</td>
<td>30.5%</td>
</tr>
<tr>
<td>FY02</td>
<td>28.5%</td>
</tr>
<tr>
<td>FY01</td>
<td>26.7%</td>
</tr>
<tr>
<td>FY00</td>
<td>24.3%</td>
</tr>
<tr>
<td>FY99</td>
<td>29.8%</td>
</tr>
<tr>
<td>FY98</td>
<td>22.6%</td>
</tr>
<tr>
<td>FY97</td>
<td>21.5%</td>
</tr>
<tr>
<td>FY96</td>
<td>18.1%</td>
</tr>
</tbody>
</table>

The University’s ratio has increased each year during the review period except for 1999. The ratio currently stands at a little more than 35%, its highest point during the last ten years. The ratio indicates that available reserves would be able to cover more than one third annual expenses and transfers. Assuming that expenses are incurred at a relatively uniform rate
which is the case for Wright State since fully two-thirds of its budgeted expenses relate to personnel costs), this translates into the ability to fund normal expenses for more than four months without any additional revenues received. Although there is no industry standard ratio available, a three to six month expense reserve would seem to be prudent for most organizations. Given that standard, this ratio once again illustrates the strength of the university’s financial condition.

**Bond Rating.** Bond ratings are assigned to individual bond issuances and are based on the perceived underlying financial strength of the issuer. External rating agencies perform detailed evaluations of an issuer’s financial health prior to releasing a rating. Investors factor such ratings into their investment decision-making process. Bond ratings provide a broad evaluation of the issuer in a simple, easy to interpret format. Bond ratings are developed by several entities, most prominent of which are Moody’s and Standard & Poor’s.

As mentioned above, Wright State issued bonds during FY05 to finance various campus construction projects. This was only the second issuance during the current review period. Moody’s assigned a rating of “A2” to both the 2005 and 2003 issues. An A2 rating indicates a strong capacity to fulfill the financial obligations created by the issuance. It is the third highest of Moody’s ratings. This strong rating further bolsters the positive evaluation of Wright State’s fiscal strength.

**Challenges and Opportunities**

While it is clearly the case that Wright State University’s financial footing is a sound one, it is equally clear that it faces some financial challenges as well. Some of those challenges will be discussed below along with several of the university’s responses to those challenges.

**State Funding of Higher Education.** As in many other states, Ohio’s institutions of higher learning are facing a continuing decline in state aid. In Ohio, this trend was exacerbated in 1997 when the Ohio Supreme Court ruled the State’s K-12 education funding formula unconstitutional. The ruling determined that funding for primary and secondary education was too dependent on local sources (property taxes) and that more of the burden should be shifted to the State so as to provide an equitable educational foundation for all Ohio students. Since that time, the state legislature has shifted more resources toward primary and secondary education at the expense of higher education. The university’s fiscal year 2005 annual financial report indicates that the level of state appropriations fell for the fourth consecutive year. The decline amount of $1.8 million was three times the amount of decline in the previous fiscal year. In 2005, for the first time ever, the amount of net student tuition and fees (net of financial awards) actually exceeded state appropriations. These reduced funding levels have forced the university to rely more and more on tuition revenues.

The graphs in Chart 6-24 compare the university’s total revenue pictures for fiscal years 1996 and 2005. These exhibits clearly portray the shift in resources utilized by the University to fund its ongoing programs and operations. The decline in state appropriations and the increased reliance on tuition and other revenues is clearly exhibited. Historically, state appropriations were the University’s largest single funding source. State appropriations are now approximately 76% of the amount of gross tuition revenue. This reduction in state aid has forced state universities to shift the burden for funding the cost of higher education to their students and their students’ families.
The challenge of reduced state funding is certainly one of the greatest financial challenges Wright State faces. As aptly stated in its fiscal year 2004–2005 budget proposal: “[Wright State] must balance the need to remain accessible with the need to provide an enriching experience for our students and support for the innovation and knowledge creation that are so important to the livelihoods of the people of the region.” Importantly, the University has not been passive in meeting this challenge - for to have been so would certainly have eroded its strong financial position. Despite this disturbing trend, Wright State’s fiscal position is still strong and its ability to fund operations unhindered. In particular, three actions taken by the University account for this successful maneuver: revenue and expense adjustments, a comprehensive fundraising campaign and adoption of an important financial policy.

Revenue and Expense Adjustments. Naturally, no university likes the idea of raising tuition. This is especially true for state institutions that pride themselves on serving those who might be less able to afford a college education. Nevertheless, when Wright State was faced with the prospect of reduced state funding, it recognized that the fiscally responsible action was to increase tuition to cover the costs of service delivery rather than maintaining tuition at artificially low levels thus eroding its financial position. In FY05, WSU raised its tuition rates 9.9% (12.9% for medical students); similar increases have been employed throughout the rating period. Although this increase may appear large, most of the University’s sister institutions raised their tuition charges similarly, allowing Wright State to retain its position as the fourth most affordable (out of 13) of Ohio’s four-year public institutions. Beyond this, by offsetting the decline in state appropriations, the University continues to cover its costs and to appropriately add to its reserves so as to preserve its flexibility in meeting future challenges.

Wright State did not just depend on revenue increases to offset the negative impacts of reduced state funding; it also adjusted the spending side of the budget. In fiscal year 2002, $12 million was trimmed from the base operating budget. Likewise, the 2005 budget plan specifies several cost cutting measures amounting to more than $2.7 million. These cuts have been implemented to help offset the decrease in state aid, but have not resulted in a decrease in the quality of services provided or a diminution of the academic environment in which the University operates. Although it continues to face upward pressures on various costs incurred in the provision of its services, Wright State has managed to limit the negative impact those forces have had on its financial condition.

Comprehensive Fundraising Campaign. In recognition of the significant changes taking place in state support, the University launched its first ever comprehensive fundraising campaign in April 1999. Known as “Tomorrow Takes Flight,” its intent was to raise $40 million for scholarships, programs, faculty development, capital needs and to enhance the University’s endowment. To date, the campaign has resulted in a little more than $101 million dollars in commitments, better than two
and one-half times more than the original goal. Due to the success of this effort, the campaign was extended to early FY07.

The campaign’s impact has gone far beyond the economic benefits. First among these impacts is the heightened awareness of the University within the community. The campaign has provided many opportunities for the University to more clearly articulate its mission and to clarify its unique niche within the community. Internally, the campaign has spurred a “culture of philanthropy” that has inspired individual colleges and schools to recognize the value of fundraising efforts. Likewise, the University itself has expanded its commitment to professional fundraising by increasing the amount of resources it devotes to the fundraising function. The effects of all these changes have benefited the University during the campaign and, more importantly, will continue to benefit it for many years to come.

**Financial Policy.** As it was becoming clearer that the University would need to rely more on its own resources in the future, the Board of Trustees, in 2003, approved a new financial policy that addresses this change. The policy assists in establishing priorities and aids in financial decision-making. It addresses the impacts of major financial and strategic decisions and the potential impacts they may have on operating margins, University reserves and long-term debt. The goal is to achieve a proper balance between addressing current needs and making appropriate provision to assure the ability of the University to meet challenges in the future. Its adoption indicates recognition by the University’s highest level of authority of the importance of fiscal responsibility and a commitment to maintaining the solid financial base so necessary in the fulfillment of its mission objectives.

**Summary and Conclusion**

The Higher Learning Commission requests certain financial information from each of the institutions seeking its accreditation. Applicable financial information from Wright State’s published financial reports was analyzed in accordance with Commission guidelines. The information was used to develop five financial ratios that measure various factors of financial strength such as revenue and expense levels, entity viability, debt burden/capacity and overall financial condition. Each factor was analyzed for a period of ten years with most showing improvement over that time, some significantly so. Each of the factors reviewed indicated that the University continues to operate from a position of financial strength. No weaknesses were identified.

Although the financial analysis was very positive, the University is not without its financial challenges. The most significant of these challenges involves declining state support. State aid is one of two revenue sources that provide a majority of the University’s resources. University management has moved to offset the decline in state appropriations by increasing its other major source of revenue, student tuition and fees. Although this response has resulted in several concerns (especially from students and their families), the financial impact has been prudent. As a result, the University’s financial base has not deteriorated in the face of state cuts. In addition to tuition adjustments, the University has also placed more emphasis on developing a higher level of private support for its students, programs and faculty. Finally, fiscal policies have been adopted that heighten the awareness of University officials of the potential financial ramifications resulting from its strategic
plans. Collectively, the efforts to overcome the financial challenges faced by the University have been highly successful. Thus, despite the challenges, Wright State’s viability is unquestionable and its financial strength will continue to support its expanding academic influence and vital role within the community.

Institutional Scope of Activities

Off-Campus Activities

Students can earn degrees from Wright State University through completing course work in a variety of locations and formats. Wright State University has one branch campus located in Celina, Ohio.

<table>
<thead>
<tr>
<th>Name of Campus</th>
<th>City</th>
<th>State</th>
<th>Undergraduate Headcount</th>
<th>Graduate Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lake Campus</td>
<td>Celina, OH</td>
<td></td>
<td>683</td>
<td>46</td>
</tr>
<tr>
<td>1997</td>
<td></td>
<td></td>
<td>684</td>
<td>8</td>
</tr>
<tr>
<td>1998</td>
<td></td>
<td></td>
<td>901</td>
<td>50</td>
</tr>
<tr>
<td>1999</td>
<td></td>
<td></td>
<td>838</td>
<td>90</td>
</tr>
<tr>
<td>2000</td>
<td></td>
<td></td>
<td>908</td>
<td>108</td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td>957</td>
<td>165</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
<td>942</td>
<td>119</td>
</tr>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td>896</td>
<td>99</td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td>828</td>
<td>82</td>
</tr>
</tbody>
</table>

In addition to the university’s branch campus, the university offers specific courses in locations throughout the state. Most of these courses are offered through the College of Education and Human Services and are intended to support efforts by K–12 teachers to continue their education.
# Chart 6-26 In-State Course Location, Off-Campus Course Location, College of Education and Human Services

## In-State Course Location

### Off-Campus Course Location

College of Education and Human Services

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total # Sites</th>
<th>Locations</th>
<th>Unduplicated Headcount</th>
<th>Comment</th>
</tr>
</thead>
</table>

¹Teacher Leader (Department of Educational Leadership) is a cohort-based M.Ed. program that is delivered over a three-year period.
### In-State Course Location

#### Off-Campus Course Location

College of Education and Human Services

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total # Sites</th>
<th>Locations</th>
<th>Unduplicated Headcount</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999–00</td>
<td>18</td>
<td>Blanchester I - 47</td>
<td>528</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blanchester II - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mason - 45</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loveland - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colerain - 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fairfield - 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sidney - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenville - 35</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenfield - 36</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Van Wert - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bellbrook - 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plain City - 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Springfield - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon - 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Alexandria - 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua - 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Batavia - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kenton - 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000–01</td>
<td>22</td>
<td>Springfield I - 26</td>
<td>450</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Springfield II - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jamestown - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plain City I - 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plain City II - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colerain I - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colerain II - 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fairfield - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bellbrook I - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bellbrook II - 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Batavia - 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina (Lake Campus) - 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clermont County I - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clermont County II - 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clayton - 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua I - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua II - 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon I - 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon II - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>West Alexandria - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marysville - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loveland - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001–02</td>
<td>13</td>
<td>West Alexandria - 29</td>
<td>304</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua I - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua II - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon I - 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon II - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jamestown - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marysville - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina - 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anderson I - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anderson II - 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northmont - 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loveland - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fairfield - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002–03</td>
<td>12</td>
<td>West Alexandria - 29</td>
<td>304</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua I - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Piqua II - 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon I - 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lebanon II - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jamestown - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marysville - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina - 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anderson I - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anderson II - 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northmont - 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loveland - 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fairfield - 21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Intervention Specialist (Department of Teacher Education) is a cohort-based M.Ed. and licensure program delivered over a two-year period.
### In-State Course Location
### Off-Campus Course Location
### College of Education and Human Services

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total # Sites</th>
<th>Locations</th>
<th>Unduplicated Headcount</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002–03</td>
<td>7</td>
<td>Madison Plains - 21</td>
<td></td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina (Lake Campus) - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warren County - 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dayton - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Springfield - 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colerain - 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warren County - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Greenfield - 27</td>
<td>52</td>
<td>Intervention Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina (Lake Campus) - 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003–04</td>
<td>11</td>
<td>Madison Plains - 21</td>
<td>208</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina (Lake Campus) - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warren County - 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dayton - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Springfield - 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colerain - 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warren County - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webster - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Batavia - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marysville - 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Troy - 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Greenfield - 25</td>
<td>48</td>
<td>Intervention Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina (Lake Campus) - 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004–05</td>
<td>14</td>
<td>Madison Plains - 21</td>
<td>227</td>
<td>Teacher Leader</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Celina (Lake Campus) - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warren County - 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dayton - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Springfield - 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colerain - 31</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Warren County - 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Webster - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Batavia - 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marysville - 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Troy - 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telcon I - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telcon II - 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lakota - 16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Greenfield - 25</td>
<td>48</td>
<td>Intervention Specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lake Campus - 23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Telecom is a virtual Teacher Leader site with the most courses delivered via WebCT.*
The university’s Raj Soin College of Business has provided opportunities for individuals to complete an MBA program through a concentrated program of study in their native country.

### Out of USA Sites

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>City</th>
<th>Country</th>
<th>Graduate Headcount</th>
<th>Undergraduate Headcount</th>
<th>Program Type</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tortola</td>
<td>Tortola</td>
<td>British Virgin Islands</td>
<td></td>
<td></td>
<td>Total Degree</td>
<td>None</td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Dual-Enrollment Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Headcount of dual-enrollment (high school) students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>101</td>
</tr>
<tr>
<td>1997</td>
<td>126</td>
</tr>
<tr>
<td>1998</td>
<td>128</td>
</tr>
<tr>
<td>1999</td>
<td>131</td>
</tr>
<tr>
<td>2000</td>
<td>156</td>
</tr>
<tr>
<td>2001</td>
<td>181</td>
</tr>
<tr>
<td>2002</td>
<td>224</td>
</tr>
<tr>
<td>2003</td>
<td>198</td>
</tr>
<tr>
<td>2004</td>
<td>200</td>
</tr>
<tr>
<td>2005</td>
<td>223</td>
</tr>
</tbody>
</table>

Through its Postsecondary Enrollment Option Program (PSEO), the university provides an opportunity for academically prepared high school students to begin their college classes while still in high school. Over the past ten years this program has doubled its enrollment.

### Distance Education

Wright State University offers a limited number of online degree programs, with each of these programs representing a parallel track for an equivalent on site degree. Students have the option of completing the entire degree online or to combine onsite and online courses to fulfill the requirements.
Opportunities to Improve

There are many challenges and opportunities with respect to the identification, collection, and analysis of university operational indicators. Clearly the opportunities are in defining university decision criteria to allow for greater progress and assurance of actions.

- The current environment of state funding for Ohio’s public universities continues to be dismal. Wright State University has made cuts but also has been able to mitigate additional cuts through increased enrollments and a very successful capital campaign. Wright State’s fees are in the bottom quartile of fees for Ohio’s public universities. Tuition levels must be adequate to compete but still consistent with the university’s mission.\(^4\)

- Collection and extraction of data is cumbersome and time consuming. Additionally, as a result of system incompatibilities, there may be different results from similar queries. This leads to extensive labor hours to gain consistency in outcomes. The installation of the new Banner System will provide consistency and accuracy while removing duplication and integrity issues.\(^5\)

- A lack of formally recognized peers has led to the selection of peers in analysis which support a position of interest as opposed to benchmarking or documenting results where the data can speak for itself. Often time different definitions are utilized in consistent normal criteria of national surveys. This results in a challenge regarding data integrity.\(^6\)

---

\(^4\) See item #6 of the institutional improvement plan (IIP).
\(^5\) See item #10 of the institutional improvement plan (IIP).
\(^6\) See item #10 of the institutional improvement plan (IIP).
Wright State operates in an environment where the university’s benchmarks have been determined more by default than plan. Statewide comparisons and the median of results are normally the benchmark but have not been formally adopted. This may very well be appropriate but lacks credibility with many stakeholders.

In summary, Wright State University has developed much data for appropriate analysis and decision making and has continued to define its benchmarks and peers. The university obviously needs to bring to closure how the data might be used across the board.

7 See item #10 of the institutional improvement plan (IIP)
CONCLUSION

Wright State University Meets Criteria for Accreditation

Institutional Improvement Plan—Current Status

Alignment with University 2003–2008 Strategic Plan

University’s Goals for Self-Study Process Realized

Wright State University Strides Boldly Into the Future!
Conclusion

The evidence presented throughout this self-study assures the campus community, the public, and the Higher Learning Commission of the North Central Association of Colleges and Schools that Wright State University unequivocally meets the criteria for accreditation. Specifically, consistent with its mission, Wright State University

- Operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students (Criterion One: Mission and Integrity);

- Allocates resources and utilizes processes for evaluation and planning that demonstrate the capacity to fulfill the university’s mission, improve the quality of education, and respond to future challenges and opportunities (Criterion Two: Preparing for the Future);

- Provides evidence of student learning and teaching effectiveness that demonstrates the university is fulfilling its educational mission (Criterion Three: Student Learning and Effective Teaching);

- Promotes a life of learning for the university’s faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission (Criterion Four: Acquisition, Discovery, and Application of Knowledge); and

- As called for in its mission, the university identifies its constituencies and serves them in ways both value (Criterion Five: Engagement and Service).
The self-study also demonstrates that, consistent with the cross-cutting themes of the five accreditation criteria, Wright State University is future-oriented, learning-focused, connected with the community in ways that serve the common good, distinctive, unambiguous about its mission, appreciative of diversity, accountable, self-reflective, and committed to continuous improvement.

Indeed, implementation of the institution’s self-improvement plan resulting from this self-study is already underway as follows, and, of course, many of these same initiatives appear as priorities in the university’s 2003–2008 Strategic Plan:

**Institutional Improvement Plan: Current Status**

1. Ensure that the university’s mission and values are regularly articulated and widely understood—by students, staff, faculty, and the constituencies the university serves (Criterion One).

*Current Status:* The mission statement has been moved from the back to the front of the undergraduate and graduate catalogs; displayed prominently on the university’s web page; shared in a university-wide staff development day with university employees; shared continuously with incoming freshmen, including via t-shirts, banners, and incorporated regularly in speeches made by the president, provost, and others. The president also addresses the mission statement in biweekly luncheons he hosts with faculty and staff.

2. Per Article 26.8 of the Collective Bargaining Agreement, “negotiate insurance benefits for domestic partners if the Ohio Supreme Court issues a full and final decision allowing such benefits” (Criterion One).

*Current Status:* The university awaits a final decision from the Ohio Supreme Court.

3. Effectively address the pressures that enrollment growth, coupled with reduced state funding, is placing on the university—on personnel (faculty and staff); facilities, particularly classrooms and office space; on our ability to offer enough spaces in required classes, etc. (Criterion Two and Three).

*Current Status:* As is clear throughout the self-study, Wright State University is committed to enhancing the number of tenure-line faculty positions, to continuing to diversify its staff, and, through implementation of the recommendations of the University Classrooms of the Future Committee (UCOF) the University Technology Plan, and the university’s capital plan, to ensuring classrooms and other space sufficient to address continuing incremental enrollment growth of 1–2% per year. The university has identified offering enough spaces in required courses as a priority in its draft Enrollment Management Plan.

4. Hire more tenure track faculty to both address enrollment growth and achieve a more desirable balance between tenured/tenure track faculty and non-tenure track faculty, including adjuncts.

*Current Status:* See response to #3 above. As is clear from the 2005 memorandum from the President to the Provost and Vice President for Business and Fiscal Affairs, Wright State University is committed to increasing the number of tenure-line faculty positions. Indeed, as represented by the data in Chapter Three, the university has already done so; and it will continue to reduce the number of adjuncts, while maintaining the necessary flexibility to retain institutional vitality should there be further reductions in state funding.
5. Continue to strengthen the new General Education (GE) Program, including through the appointment of a GE Coordinator to provide administrative oversight for the program (Criterion Four).

**Current Status:** A national search for a full-time GE Coordinator is currently underway; the coordinator is expected to be in place by Fall 2006, and is expected to lead the university’s efforts to strengthen the GE Program, working collaboratively with the Faculty Senate and the University GE Committee (UGEC).

6. Continue to effectively address reductions in state funding while maintaining a tuition and fee structure that continues to provide access to a diverse student body, consistent with the university’s mission.

**Current Status:** The university’s financial policy, described in Chapter Two: Preparing for the Future, and in Chapter Six, Operational Indicators, and the tremendous success of the university’s capital campaign indicate the university’s readiness to “address reductions in state funding while remaining committed to a tuition and fee structure that continues to provide access...”. The university’s tuition is currently the fourth lowest in the state; the university will continue to do all it can to maintain an affordable fee structure for all students. As indicated in Chapter Two, Wright State has already exceeded the goals established by its financial policy to achieve reserves per student at the midpoint between A1 and A2 institutions. Because of the success of its capital campaign, the university has achieved reserves that match and/or far exceed A1 designation.

7. Develop a comprehensive university enrollment management plan that includes annual enrollment goals, written recruitment and retention plans, greater alignment of new student enrollment with undersubscribed programs and desired institutional revenue, greater alignment of tuition and fees with program costs, and a plan and timeline for expansion of the university’s curriculum “in and beyond the region,” consistent with the current university strategic plan. This plan should also ensure that the university will continue to thrive in an increasingly rich and competitive regional education environment (Criterion Two, Three, and Four).

**Current Status:** A university enrollment plan is currently being developed under the auspices of the newly appointed Enrollment Management Executive Council, chaired by the provost, in consultation with the Council of Deans and with assistance from Noel-Levitz.

8. Though the university’s first year student retention and graduation rates already exceed that of its peers, the university will continue to improve student academic success, retention, and graduation rates.

**Current Status:** Each of these areas is currently being addressed by the Enrollment Management Executive Council, the University College, and the Council of Deans. Student need-based aid has also been enhanced to facilitate greater student success, retention, and graduation. 

9. Inventory, evaluate, and coordinate all university outreach to ensure consistency with the university’s mission and strategic plan, cost efficiencies, and maximum and reciprocal benefits to the university and the constituencies served.

**Current Status:** This work is being carried out through the University Task Force on Community and Civic Engagement, with a final report and set of recommendations given to the provost by early spring 2006.

---

1 See the draft Enrollment Management Plan for more details.
10. Become a more data-driven institution that responds quickly and appropriately to data findings, and that uses benchmarks and pertinent data to drive institutional decisions and ongoing institutional improvements (Criterion Two and Five and Operational Indicators).

**Current Status:** Wright State University has enhanced its use of data (Delaware Study, Annual Budget Workshop, Student Fact Book, e.g.), and currently uses national and state benchmarks to measure student retention, satisfaction, engagement, and graduation rates. The university’s participation in the Foundations of Excellence Project of the National Policy Center for the First Year of College will also establish national benchmarks for the first year experience that will serve the university well as it both strengthens and expands that experience for its students. To facilitate more consistent data and data analysis for decision making, the university is also rapidly moving forward with the creation of a Data Resource Center in the Institutional Research unit of the Office of Budget Planning and Resource Analysis (BPRA).

11. Continue to improve the teaching and learning environment, consistent with the university’s strategic plan, and invest continuously and wisely in the upkeep of university facilities.

**Current Status:** The university continues to implement the 2004 and 2005 recommendations of the Classroom of the Future Committee (UCOF), the University Technology Plan and the Capital Plan. The university also continues to improve and monitor the teaching and learning environment via CTL, UCOF, the Buildings and Grounds and Technology Committees of the Faculty Senate, frequent classrooms tours led by the University Registrar, and through responding to ongoing feedback from faculty. The university’s annual RFP for Teaching Enhancement will also continually improve the teaching and learning environment.

12. Continue to enhance research and scholarship, including the technology transfer capacity of the university consistent with university’s strategic plan.

**Current Status:** Notwithstanding the university’s current ranking as third in the state in external grants and contracts, the university continues to add staff to the Research and Sponsored Program area and to strengthen the Office of Technology Transfer. The university also continues to encourage promising research/scholarship collaborations between and among university units, and between the university and other universities and community agencies; continues to strengthen its relationship with Wright Patterson Air Force Base; has recently hired a new chair of the Wright Center for Innovation; and intends to further strengthen the research/scholarship infrastructure of the university in the future.

Clearly, then, implementation of the institutional improvement plan resulting from the self-study is well under way.

At retreats held at the beginning of the Fall 2005 academic year, the Council of Deans (COD), Cabinet, and Strategic Planning Council participants were asked to identify the most important initiatives that the university had implemented over the past year and to identify the most important initiatives the university still needed to undertake to ensure the institution’s continued success. On the first list—important initiatives implemented—appeared seventeen items:

1. Creation of endowed chairs and professorships
2. Enhanced collaborations with 2-year institutions
3. Creation of a new university Web site
4. Growth in learning communities
5. Enhancement of the first year experience
6. Growth in external funds
7. Success with internal and external collaborations
8. Approach to enrollment planning
9. Development of operational plans relative to the strategic plan
10. Enhanced financial support
11. Increased university visibility
12. New/enhanced academic programs
13. Growth in collaborative scholarship
14. Enhanced public perception of the university
15. Very successful capital campaign
16. Successfully completed collective bargaining agreement
17. Implementation of university wide Staff Development Day

On the second list—**initiatives needed to ensure continued success**—appeared 14 items:

- Successfully manage enrollment growth
- Focus on student success (retention, graduation rates, satisfaction)
- Continue emphasis on accreditation (e.g., NCA/HLC)
- Tell the “WSU Story”
- Logistics/infrastructure/facilities
- Balance current and future needs
- Understand competition
- Focus on national needs (math, science, engineering, technology), the STEM disciplines
- Hire talented faculty and staff
- Nurture culture of innovation and collaboration
- Pursue domestic partner benefits
- Focus on students and academic quality
- Exercise responsible fiscal management
- Enhance student graduation and placement

The latter list is consistent with the self-study institutional improvement plan, again achieving one of the goals of the self-study process—to “inform, promote, and advance the university’s strategic
plan” (see below). The current status of the plan detailed above demonstrates the university’s commitment to deliberate and prompt action.

One of the most important goals of the self-study process, of course, was to both articulate and achieve the institution’s goals for the self-study. The university articulated six goals for the self-study process (see introduction to the self-study) as follows: To

- Affirm the university’s mission, ensuring that it continues to integrate appropriately the university’s strong commitment to meeting the needs of students, faculty, and staff with its equally strong commitment to meeting the needs of the communities the university serves;
- Inform, promote, and advance the university’s strategic plan;
- Demonstrate that the university meets or exceeds NCA’s criteria for (re)accreditation;
- Identify challenges and areas for improvement, develop appropriate and timely plans and strategies, and allocate resources to address them;
- Demonstrate that the university has responded appropriately to the findings of the 1996 NCA Team; and
- Celebrate the university’s tremendous successes over the past decade, and all the people—faculty, staff, students, alumni, community constituencies—who have made them possible.

The university has achieved all of the above goals and has welcomed the opportunities afforded by the self-study for self-reflection, evaluation, affirmation, celebration, and improvement. The university thus looks forward to careful review, consultation, and feedback from the consultant-evaluators of the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools. And, of course, we look forward to ten more years of HLC/NCA accreditation!

Finally, true to its namesakes, Wilbur and Orville Wright, Wright State University continues to foster an attitude of innovation and to nurture a “can do/will do” spirit that bodes well for the university’s future even in the “crosswinds” of continued flat or reduced state funding and the constancy and uncertainty of change. Like the Wright brothers, the university strides boldly into that future well prepared for whatever it brings. As the university approaches its 40th anniversary in 2007, it celebrates a rich and rewarding past and looks forward to a promising and unlimited future!
REQUEST FOR INSTITUTIONAL CHANGE

That no prior Commission approval for distance education degree and certificate programs be required

Permission to offer the MBA—Executive Format—in India

Permission to offer the Master’s in Human Factors Engineering Degree in India
Institutional Change Request for Wright State University

CHANGE IN EDUCATIONAL OFFERING (POLICY 1.C.2.b, and 1.C.2.c)

1. Statement of Requested Change

Wright State University requests permission from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) for the following:

- No prior Commission approval required for offering degree and certificate programs a distance;
- Approval to offer the MBA Degree Program—Executive Format, and the Master’s in Human Factors Engineering Degree Program in India.

Specifically, Wright State University requests that its Statement of Affiliation Status (SAS) be changed as follows:

- **Stipulations on Affiliation Status**: International degree delivery sites are limited to the H.Lavity Stout Community College in Tortola, BVI, in Shanghai and Beijing in the People’s Republic of China, and in India. Degree programs delivered in Tortola, BVI are limited to the Master of Business Administration and the Bachelor of Science in Business degree completion program; in Shanghai and Beijing to the Master of Business Administration—Executive Format; in India, to the Master of Business Administration—Executive Format, and the Master of Science in Human Factors Engineering.

- **Approval of Distance Education Degrees**: No prior Commission approval required for offering existing degree programs at a distance.

I. Request for No Prior Commission Approval Required for Distance Learning Education Degree and Certificate Programs

Consistent with its mission statement¹, its 2001–2006 Distance Learning Plan², and its 2003–2008 University Strategic Plan³, in January, 2005, Wright State University submitted to the Higher Learning Commission (HLC) a request for a change in “educational offering” to provide access at a distance to the following five existing degree programs:

- Bachelor of Science in Nursing: RN-BSN Track
- Master of Science in Rehabilitation Counseling
- Master of Science in Human Factors Engineering
- Family Nurse Practitioners: 1st or 2nd Master’s Degree Track
- Master of Science in Logistics Management – Supply Chain Management⁴

The proposal fully addressed the six HLC questions relative to Policy 1.c.2.b. – Request for Change in Educational Offering:

- Change proposed

¹ see Criterion One Chapter of Self-Study—Mission and Integrity
² See Criterion Two Chapter: Preparing for the Future
³ See the Introduction, and the Criterion One and Two Chapters of the Self-Study
⁴ The full proposal, including all supporting documentation, will be available to the HLC Review Team in the Resource Room.
Factors that led institution to undertake the proposed change

Necessary approvals obtained

Impact of proposed change on challenges identified by the Commission as part of the 1996 Comprehensive Visit

Institution’s plans to implement and sustain the proposed change

Ongoing institutional evaluation and assessment

On April 27, 2005, Wright State was notified that the Institutional Action Council (IAC) of the Commission had approved the university’s request. In his recommendation to the IAC for approval of the Wright State programs, Dr. John Taylor, Director, Program to Evaluate and Advance Quality, HLC, summarized Wright State’s response to each of the six questions above, and offered the following rationale for recommending Commission approval:

“Wright State University has gained broad experience in using technology to enhance instruction and in providing instruction using hybrid formats. The University’s SAS already shows the offering of some of the programs requested. This action, in part, is designed to align the accuracy of the Statement of Affiliation Status. The University’s Strategic Plan speaks directly about the implementation of online programs and the presentation of evidence regarding resource support and faculty/staff expertise is well documented voluminously.”

Based upon the Commission’s recognition that the university’s distance education programs are consistent with the university’s mission and its strategic plan, and that “resource support and faculty/staff expertise is well documented voluminously,” Wright State requests that no prior approval be necessary from HLC to offer additional distance learning programs in the future. Rather, the university wishes to use its own internal undergraduate and graduate curriculum review processes which carefully incorporate and address the Commission’s guidelines for offering degree programs at a distance.

As indicated above, the university also requests HLC approval to offer the MBA Degree Program – Executive Format, and the Master’s in Human Factors Engineering Degree Program in India. Further information about both of these requests appears later in this document.

2. Factors That Led Institution to Undertake the Proposed Change—Wright State University’s Plans for Distance Learning in the Future

As discussed in both the University’s 2001–2006 Distance Learning Plan and the most recent draft of its 2007–2011 Distance Learning Plan, “distance education will continue to be a high priority for Wright State University, consistent with the university’s 2003-2008 Strategic Plan, to diversify and enrich the curriculum and make it more accessible, responsive, and flexible to students.” Wright State thus sees distance learning as an essential component of its program offerings now and in the future.

Toward the above ends, the university has recently solicited input from each college/school to determine which existing and or new degree and certificate programs might be offered at a distance in the future. Best available information from each college/school at the moment suggests strong interest in the following degree and certificate programs at a distance by 2011:
The university requests to develop and offer each of these programs at a distance, as well as others that may be developed, without prior Commission approval.

3. Necessary Approvals Obtained

As indicated above, the university’s 2007–2011 Distance Learning Plan is currently in draft form. It reflects input from the college/school deans and their faculty; has been shared with the Council of Deans for feedback; and will be shared with the University Technology Committee for feedback at that committee’s April meeting. The final plan will thus be available for review in the Resource Room during the May 15–17, 2006, comprehensive accreditation visit. Of course, as each program is developed to be offered at a distance, it will be reviewed and approved by the university’s internal curriculum processes at the graduate and undergraduate levels. As indicated above, the University’s Master’s in Human Factors Engineering Program was among the five approved by HLC in April 2005; the university now wishes to offer that program in India. The MBA–Executive Format Program is currently going through the university’s formal approval process, which will be completed before the HLC Team arrives on campus in May.

4. Impact of Proposed Change on Challenges Identified by the Commission as part of the 1996 Comprehensive Visit

As indicated in the Introductory Chapter of the Self-Study (see pp. 19–20), all challenges identified by the Commission in 1996 have been successfully addressed. The changes proposed above, then, will have no impact on these challenges.

5. Institution’s Plans to Implement and Sustain the Proposed Change

See the University’s 2007-2011 Distance Learning Plan in Appendix B; and the sections on the MBA (See Appendix C) and Master’s in Human Factors Engineering Program (See Appendix D) below.

See the Criterion Four Chapter in the Self-Study
6. **Ongoing Institutional Evaluation and Assessment**

All academic programs have assessment plans and are required to submit annual assessment reports that address findings relative to intended learning outcomes and that identify areas for improvement. The university has also recently reinstituted its Academic Program Review Process for all academic programs. Section four of this process includes a series of questions about distance learning programs that requests information about the overall quality of the program, including the credentials of faculty teaching within the program; student enrollment, performance, retention and graduation rates compared to students in the on-campus counterpart of the program; the availability and adequacy of student support services, etc.

As is clear throughout the Self-Study (See in particular the Criterion Two and Operational Indicators Chapters), the university also has many controls in place to constantly analyze and sustain the financial vitality of the institution. The university remains uniquely poised, then, to continue to deliver existing and new programs at a distance.
April 27, 2005

President Kim Goldenberg
Wright State University
3640 Colonel Glenn Hwy.
Dayton, OH45435-0001

Dear President Goldenberg:

This letter is formal notification of the action taken concerning Wright State University by the Higher Learning Commission. At its meeting on April 18, 2005, the Institutional Actions Council voted to extend your accreditation to include distance delivery of five existing programs. The Commission Board of Trustees validated that action through its validation process concluded on April 27, 2005. The date on this letter constitutes the effective date of this new status with the Commission.

I have enclosed your institution’s Statement of Affiliation Status (SAS) and Organizational Profile (OP). These documents replace the previous two-part Record of Status and Scope. The SAS is a summary of your organization’s ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (fall 2003) Annual Report. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Report, we have made the change on the Organizational Profile. No other organizational information was changed.

The attached Statement of Affiliation Status and Organizational Profile will be posted to the Commission Web site on Monday, May 23, 2005. Before this public disclosure however, I ask that you verify the information in both documents, and inform me before Friday, May 20, 2005 of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the Handbook of Accreditation, Third Edition.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission’s change policy in Chapter 7.2 of the Handbook of Accreditation. I highly recommend that you review it with care and if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call John A. Taylor, D.Mus.Ed., your staff liaison.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,

Steven D. Crow
Executive Director

Enclosure: Statement of Affiliation Status
Organizational Profile

cc: Chair of the Board
This message is in response to the April 27, 2005, letter from Steven Crow to Kim Goldenberg, President of Wright State University, about HLC approval of our five distance learning programs. Thank you for that wonderful news!! The Statement of Affiliation Status, however, only lists four programs, inadvertently omitting the Master of Science in Family Nurse Practitioner Program, which is listed on the Organizational Profile sheet. Please add this program, then, to the “Approval of Distance Education Degrees” section of the Statement of Affiliation Status. All other information on both forms is correct.

Please contact me if you have any questions.

Thank you, again, for all of your assistance here and that of our staff liaison, John Taylor.

Lillie Howard
Phone: 937-775-2097
To: President Kim Goldenberg  
Wright State University  

From: Joyce Gardner, Evaluation Processes Coordinator  

Re: Corrected Statement of Affiliation Status and Organizational Profile for Wright State University  

Date: May 20, 2005  

This is a corrected Statement of Affiliation Status and Organizational Profile for Wright State University from the Commission Action of April 27, 2005. Please make sure that you destroy all previous copies of this Statement of Affiliation Status and Organizational Profile.  

I am sorry for any inconvenience that this may have caused you.  

Enclosure  

jg
STATEMENT OF AFFILIATION STATUS

WRIGHT STATE UNIVERSITY
3640 Colonel Glenn Hwy.
Dayton, OH 45435-0001

Affiliation Status: Candidate: Not Applicable
Accreditation: (1968- )

PEAQ PARTICIPANT

Nature of Organization

Legal Status: Public

Degrees Awarded: A, B, M, S, D, 1st prof

Conditions of Affiliation:

Stipulations on Affiliation Status: International degree delivery sites are limited to the H. Lavity Stoutt Community College in Tortola, BVI, and, in Shanghai and Beijing in the People's Republic of China. Degree programs delivered in Tortola, BVI are limited to the Master of Business Administration and the Bachelor of Science in Business degree completion program, and in Shanghai and Beijing to the Master of Business Administration-Executive Format.

Approval of New Degree Sites: No prior Commission approval required for offering existing degree programs at new sites within the state.

Approval of Distance Education Degrees: Prior Commission approval required for distance education programs other than the Master's of Science in Logistic and Supply Chain Management; and in Human Factors Engineering; Master of Rehabilitation Counseling; Bachelor of Science in Nursing RN-BSN Track; and Master's of Family Nurse Practitioner Nursing.

Reports Required: None.

Other Visits Scheduled: None.

Summary of Commission Review

Date of Last Actions: 04/27/2005
# Organizational Profile

**Wright State University**  
3640 Colonel Glenn Hwy.  
Dayton, OH 45435-0001

## Enrollment Demographics (by headcount)  
(HLC Posted: 09/15/2004)

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>10180</td>
<td>1718</td>
</tr>
<tr>
<td>Graduate</td>
<td>1752</td>
<td>1559</td>
</tr>
<tr>
<td>Post-baccalaureate First Professional</td>
<td>327</td>
<td>4</td>
</tr>
<tr>
<td>Non-Credit headcount</td>
<td>878</td>
<td></td>
</tr>
</tbody>
</table>

## Educational Programs  
(HLC Posted: 09/15/2004)

<table>
<thead>
<tr>
<th>Program Distribution</th>
<th></th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading to Undergraduate degrees:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate</td>
<td>14</td>
<td>68</td>
</tr>
<tr>
<td>Bachelors</td>
<td>94</td>
<td>1879</td>
</tr>
<tr>
<td>Masters</td>
<td>130</td>
<td>912</td>
</tr>
<tr>
<td>Specialist</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>First Professional</td>
<td>2</td>
<td>105</td>
</tr>
<tr>
<td>Doctoral</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>Certificate Programs:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Associate</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Other Undergraduate</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Post-baccalaureate</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

## Dual Enrollment  
(HLC Posted: 09/15/2004)

Headcount in all dual enrollment (high school) 198

## Off-Campus Activities  
(HLC Posted: 09/15/2004)

<table>
<thead>
<tr>
<th>In-State:</th>
<th>Campuses:</th>
<th>Celina (Lake Campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sites:</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Course Locations:</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

| Out-of-State: | Campuses: | None |
| Sites:        | None      |      |
| Course Locations: | None     |      |

| Out-of-U.S.: | Campuses: | None |
| Sites:       | Tortola, British Virgin Islands; Beijing, China; Shanghai, China |     |
| Course Locations: | None     |      |

## Distance Education Certificate and Degree  
(HLC Posted: 04/27/2005)

- Bachelor of Science in Nursing RN-BSN track offered via Internet
- Human Factors Engineering offered via Internet
- Master of Rehabilitation Counseling offered via Internet
- Master of Science in Logistics and Supply Chain Management offered via Internet
- Master of Science with a concentration in Family Nurse Practitioner offered via Internet
March 29, 2005  
Dr. Kim Goldenberg  
President  
Wright State University  
3640 Colonel Glenn Hwy.  
Dayton, OH 45435-0001

Dear President Goldenberg:

I have reviewed your request for approval of a change to offer five existing degree programs via online distance delivery. My analysis of your request is enclosed.

This recommendation will be considered by the Institutional Actions Council at their meeting of April 18, 2005 and validated by our Board of Trustees. I am enclosing a copy of the Changes Requested in the Statement of Affiliation Status which I will submit to them. You will be informed of the Commission’s actions shortly after the meeting.

Sincerely,

John A. Taylor  
Director, Program to Evaluate and Advance Quality  

Enclosure
HLC Staff Analysis of Request for Institutional Change

INSTITUTION & STATE: Wright State University, OH

INSTITUTION REQUEST: Wright State University requests permission to offer five existing degree programs online.

POLICY REFERENCE: I.C.2.b – Commission approval is required to extend accreditation to include degree programs offered through distance delivery methods.

RECOMMENDATION: Staff recommends that the requested change be approved and that the Statement of Affiliation Status be amended as follows:

Prior Commission approval required for distance education programs other than the Master of Science with a concentration in Family Nurse Practitioner; Master of Science in Logistic and Supply Chain Management; and in Human Factors Engineering; Master of Rehabilitation Counseling; and Bachelor of Science in Nursing—RN-BSN Track.

RATIONALE: Wright State University has gained broad experience in using technology to enhance instruction and in providing instruction using hybrid formats. The University’s SAS already shows the offering of some of the programs requested. This action, in part, is designed to align the accuracy of the Statement of Affiliation Status. The University’s Strategic Plan speaks directly about the implementation of online programs and the presentation of evidence regarding resource support and faculty/staff expertise is well documented voluminously.

SYNOPSIS OF INSTITUTIONAL STATUS: The last comprehensive visit was conducted in 1995-96 and the next comprehensive evaluation review is scheduled for May 15-17, 2006.

1. What is the change being proposed?
   Wright State University proposes to offer five online degree programs:
   - Master of Science degree with a concentration in Family Nurse Practitioner
   - Master of Science in Human Factors Engineering
   - Master of Science in Logistics Management—Supply Chain Management
   - Master of Rehabilitation Counseling
   - Bachelor of Science in Nursing: RN-BSN Track

2. What factors led the institution to undertake the proposed change?
   The University’s Strategic Plan (Vision 2020) speaks about the conversion of existing programs into online programs. The respective colleges in which the various academic areas proposing to offer online programs are housed investigated the projected needs and demand for expanded educational services. Information was gathered from advisory boards, practitioners in various fields, and statistical data found in national and regional agency reports. Various constituencies were involved in the proposed changes, including faculty, faculty governance (collective
bargaining units), the provost, students to be served by the programs, and the external community through corporate advisory boards.

3. **What necessary internal and external approvals have been obtained to implement the proposed change?**

The University has a carefully structured approval process that is outlined in its Curriculum and Academic Policies Guidelines. Through this process, all of its programs are approved. Within the University, approvals were received from appropriate faculty committees, college deans, Undergraduate Curriculum and Academic Policies Committee/Graduate Council, Faculty Senate, University Faculty, Provost, Board of Trustees, and Ohio Board of Regents. The Ad Hoc Committee on Distance Learning that deals with issues relative to the University’s AAUP Contact also was included. No external approvals are required for the University to offer existing degree programs online.

The University provided supporting materials in excess of 1,000 pages documenting and addressing issues such as strategic and annual planning, approved budget allocations, state appropriations, allocations of space and facilities, faculty training, technology support, and other related matters. It is apparent that the institution has the infrastructure to support the programs.

4. **What impact might the proposed change have on challenges identified by the commission as part of or subsequent to the last comprehensive visit?**

The evaluation team that visited the campus in 1996 identified four concerns: 1) effects of inflation on operating budgets, 2) possible removal of State funding for developmental education, 3) need approvals to offer off-campus programs, and 4) overlapping planning initiatives. All of the concerns have been addressed successfully.

5. **What are the institution’s plans to implement and sustain the proposed change?**

The University seeks Commission approval to offer all of the proposed programs no later than Spring 2006. One or more of the programs was launched and information about them was reported to the Commission earlier (Annual Report), but formal approval of the programs is yet to be obtained. (The University’s comprehensive visit is scheduled for May 2006.) The University paid careful attention to and followed the Commission-endorsed document, *Best Practices for Electronically Offered Degree and Certificate Programs*, when it organized and developed its online programs.

There is broad university support for the various programs, and the sponsoring academic units have management oversight for them. Financial and physical infrastructures needed to support the online degree programs are already in place. In many instances, permanent budget systems already exist. Program faculty are identified for each of the proposed programs, and information about faculty credentials, employment history, and faculty status was provided. In addition to the citation of faculty qualifications, information was included about approaches to quality assurance goals—support of curriculum development though the Center for Teaching and Learning, the area of Computing and Telecommunications, University Libraries, and various university-level committees and faculty groups.

Clear evidence is provided relative to available budget allocations, appropriate physical facilities, technology support, and training (for both faculty and students). Policies exist to guide decision making relative to faculty load, compensation, and collective bargaining agreements. Students enrolled in online programs will have access to the same university learning and support services provided for on-campus students (library access, online registration, financial aid counseling, bursar accounts, academic advising, and other academic support services). Students can access all the information they need using online technology and/or via telephone.
The University has an established portal to support online operations. (Evidence of all of these services was provided in a voluminous set of appendices.)

6. What are the institution’s strategies to evaluate the proposed changes?
Evaluation of instruction and assessment of learning outcomes will be conducted in online courses and programs in the same manner as they are conducted in existing on-campus courses and programs. Student learning objectives are stated in course syllabi, and the standard faculty approved course evaluation form is administered in all courses.

Annual assessment reports will be submitted by each program are, and attention will be given to student retention, and student learning outcome relative to productivity in both online and on-campus degree programs.
DRAFT Distance Learning at Wright State University
Strategic Plan
2007–2011

Executive Summary
Distance Education will continue to be a high priority for Wright State University, consistent with
the University 2003–2008 Strategic Plan to “diversify and enrich the curriculum and make it more
accessible, responsive, and flexible to students.” Given the university’s anticipated enrollment growth
of 1–2% annually, and the ongoing pressure on classroom space, distance learning will continue to be
a viable and desired strategy for effectively managing the university’s enrollment while providing
access to the university’s educational programs to a diverse student body.

Based on data from the Ohio Learning Network (Table 1), Wright State University currently ranks in
the middle of four-year universities in Ohio in the number of students enrolled in a distance learning
program. On average, four-year institutions within the state enrolled an average of 1,528 students
during the fall term in 2004, while Wright State University enrolled 1,493.

Wright State University has already exceeded the number of distance learning sections projected in
the 2001–2006 Distance Learning Plan. As of the end of fall quarter 2005, for example, the university
had offered 1,082 sections, 39 more than the 1,043 projected in the 2001–06 plan. Of this number
145 were Video-based distance learning sections and 937 were Web-based. Data from the Office of
Institutional Research show that a total of 12,885 students enrolled in one or more of the 937 online
distance learning courses.

The 2001-2006 University Distance Learning Plan anticipated the conversion of eight existing
programs online:

- General Education Program
- Bachelor of Science in Nursing: RN/BSN rack
- Bachelor of Science in Organizational Communication
- Master of Rehabilitative Counseling
- Master’s in Nurse Practitioner: 1st and 2nd Master’s Track
- Master’s in Human Factors Engineering
- Masters of Science in Teaching
- Master’s in Business Administration

Of the above, four are currently fully available online—Bachelor of Science in Nursing: RN/BSN
Track, Master of Rehabilitative Counseling, Master’s in Nurse Practitioner: 1st and 2nd Master’s
Track, and Master’s in Human Factors Engineering. Seventeen courses within the General Education
Program are available online; and one master’s degree program, not included in the 2001-2006 plan—
Masters of Science in Logistics Management-Supply Chain Management—has also been converted
to online. All five of the above degree programs were approved for distance education by the Higher
Learning Commission of NCA in 2005.15

15 See Appendix A-1
Over the next five years from 2007-2011, Wright State University will develop eight additional online graduate degrees, three additional undergraduate degrees, one certificate program, and continue to expand the number of online General Education courses. In addition, a wide variety of individual online courses will be developed within the colleges, and the university will continue to offer a limited number of video-based distance learning classes.

**New Degree Programs:**
- Bachelor of Science: Organizational Leadership
- Bachelor of Science: Career & Technical Education
- Bachelor of Science: Rehabilitation Services
- Master of Education: Principal
- Master of Education: Teacher Leader
- Master of Education: Educational Technology: Computer/technology or Library Media
- Master of Education: Curriculum & Instruction
- Master’s in Mental Health Counseling
- Master’s in Engineering: Tracks in Biomedical, Electrical, and Industrial
- Master’s in Information Systems
- Doctoral Degree in Nursing\(^\text{16}\)

**Certificate Programs**
- Certificate program in Medical Office Application

By the end of 2011, Wright State University will have developed a total of 403 new courses and offered over 3,620 sections of online courses. Assuming the enrollment in these courses mirror the last five years, a total of 40,000 students will enroll in an online distance learning course by 2011.

To accomplish the above, Wright State University will maintain its current rate of support for video-based distance learning, augment the number of support staff and increase funding incrementally for web-based support as new programs come online.

\(^{16}\) This program does not yet exist on campus
DRAFT Distance Learning at Wright State University
Strategic Plan
2007–2011

I. Introduction

According to the latest study of the status of distance education conducted by the Sloan Consortium, the number of students who study online is increasing at a rate far in excess of the rate of growth in the overall higher education student population. The study reports an average annual enrollment growth rate in online enrollment of 18.2%, which marks an increase in enrollment from 1.98 million in 2003 to 2.35 million in 2004. This online enrollment growth rate is over ten times that projected by the National Center for Education Statistics for the general postsecondary student population.

In Ohio, nearly 45,000 students completed an online distance learning course in the fall of 2004—15,000 more students than the previous year. The most recent Ohio Learning Network catalog reports that there are currently 46 institutions in Ohio offering 154 degrees and certificates. In the fall of 2004, the Ohio Board of Regents reported that a total of 600,000 students were enrolled in one of Ohio’s colleges or universities. The Ohio Learning Network reports that on average 350,000 Ohioans annually enroll in one of the 3,200 course selections offered by colleges and universities in Ohio.

Distance Education will continue to be a high priority for Wright State University, consistent with the University 2003-2008 Strategic Plan to “diversify and enrich the curriculum and make it more accessible, responsive, and flexible” to students. This goal is consistent with those of other universities. The Sloan Consortium report, for example, finds that the proportion of institutions that believe that online education is important to their long-term strategy continues to increase, growing from 48% of all institutions in 2003 to 53% in 2004 and 56% in 2005.

Two university operational plans have implications for distance learning at Wright State. The University’s Enrollment Management Plan identifies a goal of increasing the university’s enrollment by 1-2% annually or 1,883 additional students by the fall of 2011. While this plan does not indicate how many of these students will be enrolled at a distance, the fact that nationwide the growth in the number of distance learning students is far exceeding the growth rate of onsite students would suggest that providing opportunities for students to take distance learning classes will need to be part of any university strategy to meet this goal. This plan also assumes that Wright State University will maintain its current retention rate. This assumption is at risk, however, if other Ohio universities attract Wright State students to their online courses. The University must plan to grow its online enrollment, then, to both maintain and grow its enrollment.

The University’s Classrooms of the Future (UCOF) Plan acknowledges that growth, coupled with changes in scheduling blocks for on-site classes, is placing additional demands on classrooms on the main campus. As great as this pressure is, however, it would have been significantly greater if distance learning courses had not freed an average of six classrooms a quarter over the past five years for onsite classes use. UCOF concluded that to meet projected enrollment growth entirely with onsite classes would require the university to create between 25 and 30 new classrooms of 50 students or less and 2-3 additional classrooms of 90 and above. While the university will create additional classrooms and,
indeed, is already doing so, it will be challenged to create enough classrooms to accommodate total anticipated enrollment growth. Other universities have looked at distance learning as an alternative to building onsite classes. The Oklahoma State Regents found, for example, that distance learning program costs are about the same as traditional class costs because the technology costs about the same as facilities and utilities.

Distance Learning also contributed positively to student retention. A 2005 study by South Dakota’s Board of Regents found 42 percent of the students enrolled in its distance-education courses were located on the campus of the university that was hosting the online course. Other universities also have students mixing and matching online and “face-to-face” credits. As many as 9,000 students took both distance and in-person classes at Arizona State University in 2005. At Wright State University, 75% of the students enrolled in a distance learning course in 2004 were simultaneously enrolled in an onsite course. Given the growth in the opportunities to easily transfer courses taken online from other Ohio universities into Wright State, the university’s ability to maintain its total credit hour production will necessitate providing students with the opportunity to take more courses online.

Based on data from the Ohio Learning Network (Table 7-1), Wright State University ranks in the middle of four year universities in Ohio in the number of students enrolled in a distance learning program. On average, the four-year institutions within the state enrolled an average of 1,528 during the fall term in 2004, compared to 1,493 at Wright State University.

II. Definitions

For purposes of this plan, Distance Learning is defined as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous.

Guidelines for distinguishing between Web-enhanced courses and Web-based courses:

To assist faculty and administration in distinguishing between web-enhanced classes and web-based classes that contain limited face-to-face contact between faculty and students, The Center for Teaching and Learning has developed the following two guidelines:

Face-to-Face meeting time:

A distance learning course uses face-to-face meeting time as an extension of the online instruction whereas a web-enhanced course uses the internet as an extension of the face-to-face instruction. As a general rule, a class that meets face-to-face for 30% or more of its credit-hours (9 hours for a 3-credit course or 12 hours for a 4-credit course) would be a web-enhanced course rather than an online course.

Instructional Strategies:

A distance learning course uses instructional strategies that take advantage of the asynchronous nature of the internet. A web-enhanced course would use the web as a means to clarify or extend the learning that occurs within the face-to-face instruction. A web-enhanced class, for example, might post lecture notes on the web or ask students to continue a classroom discussion online. A web-based class would be more likely to
utilize chat rooms or virtual labs to accomplish the same learning objectives. As a general rule, a distance learning course may rely on two or more of the following course activities as the major instructional components for the course:

- threaded discussions
- collaborative projects
- peer review
- problem-based or project-based learning
- service learning
- simulations
- chat groups
- virtual labs
- e-mail
- web-based research
- learning objects

III. Status of Distance Learning

Wright State University has exceeded the number of total distance learning sections projected in the 2001–2006 Distance Learning Plan. The plan projected a total of 1,043 sections of video-based and web-based distance learning courses over the course of the five year plan. As of the end of fall quarter 2005, however, the university has offered 1,082 sections. Of this number 145 were Video-based distance learning sections and 937 were Web-based distance learning sections. With three quarters, including summer, remaining, Wright State will probably exceed the projected total by over 200 sections.

The 2001–2006 Distance Learning Plan had projected that the university would develop seven online degrees and provide an online General Education (GE) option. Table 7-2 reports the outcomes of these projections. Of the seven degrees, four were developed and approved by NCA in 2005. An online General Education option was not completed, although 17 online GE courses are currently available to students. In addition, the Raj Soin School of Business developed and gained NCA approval for an M.S. in Logistics and Supply Chain Management degree program. Wright State University currently thus offers five online degree programs and a broad mix of distance leaning classes, including in GE. A total of 148 online courses have been developed over the past five years.

The university tracks student enrollment data only for those courses that are part of a degree program (Table 7-3). These numbers, however, significantly under report the actual number of students enrolled in a distance learning course because most distance learning courses are not part of a fully online degree program. Of the 1,082 sections taught between 2000 and 2006, for example, 605 or 56% were not associated with any degree program. Data from the Office of Institution Research shows that a total of 12,885 students enrolled in one or more of the 937 online distance learning courses.
IV. Projections

Table 7-4 reports the results of a survey of Wright State deans and Colleges conducted in fall 2005 on the anticipated development of distance learning degree and certificate programs.

Wright State University will develop eight additional online graduate degrees, three additional undergraduate degrees, one certificate program, and continue to expand the number of online General Education courses. In addition, a wide variety of individual online courses will be developed within the colleges. The university will continue to offer a limited number of video-based distance learning classes with minimal growth in the number of these classes.

New Degree Programs:

- Bachelor of Science: Organizational Leadership
- Bachelor of Science: Career & Technical Education
- Bachelor of Science: Rehabilitation Services
- Master of Education: Principal
- Master of Education: Teacher Leader
- Master of Education: Educational Technology: Computer/technology or Library Media
- Master of Education: Curriculum & Instruction
- Master in Mental Health Counseling
- Master’s in Engineering: Tracks in Biomedical, Electrical, and Industrial
- Master’s in Information Systems
- Doctoral Degree in Nursing (Program does not yet exist on campus)

Certificate Programs

- Certificate program in Medical Office Application

Table 7-5 translates the colleges’ plans into projections on the number of distance learning courses that will be developed and the corresponding number of sections of these courses that will be offered over the next five years.

Assuming the university maintains the current number of distance learning course offerings and adds the projected number of degrees/certificates, Wright State University will experience a significant growth in the number of distance learning courses. By the end of 2011, Wright State University will have developed a total of 403 new courses and offered over 3,620 sections --1,635 sections under the existing degree programs and an additional 2,005 sections from the new online degree programs. Assuming the enrollment in these courses mirror our last five years, a total of 40,000 students will enroll in an online distance learning course.

These projections, while tentative, are probably an underestimation of the number of courses that will be developed and the number of sections that will be offered. This observation is based on the university’s experience during the 2001-2006 time period where despite NOT developing three of the seven projected degrees, the number of sections exceeded projections by over 200 sections. Other
institutions in Ohio report similar experiences. The 2005 Ohio Learning Network developed four case studies of universities in Ohio. The report observes that “one of the unexpected outcomes across the four institutions is enrollments exceeding projections.”

V. Existing Support for Distance Learning

Curriculum development and support for distance programs is provided primarily through the University’s Center for Teaching and Learning (CTL), Computing and Telecommunications (CaTS), and the University Libraries. CTL currently has a total of 8 FTE dedicated to support the online distance learning courses offered by the university. These staff include an Associate Director, CTL, for Distance Learning, 2 instructional designers, an instructional web designer and a distance learning systems administrator, a senior digital technology analyst/project leader, a technology analyst, a multimedia consultant, and 2 student employees. CaTS staffs a 24-hour Help Desk that includes a Help Desk manager, 6 Help Desk analysts, a senior Help Desk training coordinator, a senior documentation specialist, and 45 student employees. All are funded from CaTS’s permanent operating budget. The University Libraries provides similar extensive support to distance learning courses.

The Center for Teaching and Learning provides ongoing training to university faculty on Web-CT to convert courses to online. The Center also provides an IVDL infrastructure, with a total of 3 FTE and an operational budget of $782,000, to support the incorporation of this point-to-point technology into distance learning courses.

VI. Resource Needs for Distance Learning

Projecting resource needs exclusively for distance learning classes is problematic because of the dual use nature of technology. Online student services are used by both onsite and distance learning students. The addition of bandwidth benefits both onsite and distance learning students. The identification of the costs of faculty to teach the projected distance learning courses is complicated by how many of the courses will be developed/taught by tenure track vs. other types of faculty, if the distance learning course replaces an existing section of an onsite course or is a net addition to the curriculum, and potential changes in the collective bargaining agreement.

The 2007–2011 Distance Learning Plan acknowledges that each college will need to consider the costs of faculty compensation for distance learning courses into deciding the timelines for developing the degrees projected within this plan and in how frequently they offer a particular distance learning course. In addition, the plan does not attempt to apportion the costs of developing online student services, basic internet infrastructure, online library resources, etc. for onsite students vs. distance learning students. Table 6 contains projections on the additional resources needed to accomplish achieve the projections provided by the colleges.

Resource Needs for IVDL Classes

There are currently three IVDL classrooms on the Dayton campus and one classroom on the Lake campus. The Center for Teaching and Learning allocates one full time staff member to support classes taught in these rooms. In addition, the Center’s engineering staff provides technical and maintenance support for the infrastructure associated with the IVDL classrooms. Given current projected use of
these rooms for IVDL classes, the number of rooms and staffing levels are sufficient. The equipment in each of these rooms and some of the equipment needed to route the signals among the rooms will need to be replaced, however, via the university’s normal classroom upgrades and House Bill capital allocation processes.

**Resource Needs for Web-based Classes**

There are currently eight staff positions within the Center for Teaching and Learning supporting web-based classes. (web-only, web-enhanced, and mixed-mode). In addition, some of the colleges have onsite staff support to assist faculty with the creation and posting of web-based materials. Computing and Telecommunication Services also provides support for web-based classes in the form of network maintenance, Help desk, and server support.

The university has made a significant investment over the past five years in production equipment to support the creation of materials for web-based courses. This equipment includes servers, video-streaming and video-editing equipment, multimedia computers, and associated software.

As large as this investment has been, to implement the new plan, the university will need to continue to augment its level of support for all three forms of web-based distance learning classes (web-only, web-enhanced, and mixed-mode). The university will do so through its annual budget allocation process, including internal reallocations, House Bill and Technology Fee allocations, and overall implementation of its University Strategic and Technology Plans.

**VII. Assessment and Evaluation**

The University will continue to assess and evaluate the effectiveness of its degree programs, on-site and online, via its existing annual assessment and Academic Program Review Processes.

**VII. Conclusion**

As “a catalyst for educational excellence...” Wright State University will continue to use distance learning to “meet the need for an educated citizenry dedicated to lifelong learning.” The university will thus continue to expand the opportunities for learning beyond the confines of the physical boundaries of the campus, thereby giving greater access to the university’s curriculum to a diverse and variously located student body.
### Total Distance Learning Completions by Participating Institutions (Autumn 2004)

<table>
<thead>
<tr>
<th>Institution</th>
<th>DL Students</th>
<th>DL Who Were Full Time</th>
<th>Attending More than One Institution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowling Green State University</td>
<td>615</td>
<td>3%</td>
<td>17%</td>
<td>62%</td>
</tr>
<tr>
<td>Cleveland State University</td>
<td>1,633</td>
<td>4%</td>
<td>58%</td>
<td>26%</td>
</tr>
<tr>
<td>Kent State University</td>
<td>1,476</td>
<td>2%</td>
<td>51%</td>
<td>41%</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>2,011</td>
<td>2%</td>
<td>20%</td>
<td>79%</td>
</tr>
<tr>
<td>Ohio University</td>
<td>174</td>
<td>0%</td>
<td>0%</td>
<td>93%</td>
</tr>
<tr>
<td>University of Akron</td>
<td>897</td>
<td>3%</td>
<td>34%</td>
<td>54%</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>1,977</td>
<td>2%</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>University of Toledo</td>
<td>3,481</td>
<td>2%</td>
<td>6%</td>
<td>75%</td>
</tr>
<tr>
<td>Wright State University</td>
<td>1,493</td>
<td>3%</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Total</td>
<td>13,754</td>
<td>2%</td>
<td>Avg. 1,528</td>
<td>57%</td>
</tr>
</tbody>
</table>

### Wright State University Enrollment in Distance Learning Degree Programs 2004–2005

<table>
<thead>
<tr>
<th>Program</th>
<th>Primary Modality</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduate Headcount</td>
<td>Under Graduate</td>
<td>Graduate Headcount</td>
</tr>
<tr>
<td>Human Factors Engineering</td>
<td>Video/CD ROM Internet</td>
<td>53</td>
<td>29</td>
</tr>
<tr>
<td>Rehabilitation Counseling</td>
<td>Internet</td>
<td>38</td>
<td>33</td>
</tr>
<tr>
<td>Nurse Practitioner</td>
<td>Internet</td>
<td>37</td>
<td>52</td>
</tr>
<tr>
<td>RN to BSN Completion</td>
<td>Internet</td>
<td>62</td>
<td>70</td>
</tr>
<tr>
<td>Logistics–Supply Chain Management</td>
<td>Internet</td>
<td>25</td>
<td>22</td>
</tr>
</tbody>
</table>
### Distance Learning Projected Degrees and Outcome

<table>
<thead>
<tr>
<th>Degree/Program Identified in the 2001–2006 Plan</th>
<th>Number of Courses Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Rehabilitation Counseling</td>
<td>21</td>
</tr>
<tr>
<td>Human Factors Engineering</td>
<td>12 (Not counted in total because these consisted of videotapes of lectures sent to students)</td>
</tr>
<tr>
<td>RN to BSN Nursing Degree Completion</td>
<td>26</td>
</tr>
<tr>
<td>Family Nurse Practitioner Master’s Program</td>
<td>22</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>Master’s in Science of Teaching</td>
<td>0</td>
</tr>
<tr>
<td>Master’s in Logistics-Supply Chain Management</td>
<td>10</td>
</tr>
<tr>
<td>General Education</td>
<td>17</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
</tr>
</tbody>
</table>

### Wright State University Projected New Degrees and Certificate Programs 2007–2011

<table>
<thead>
<tr>
<th>Degree or Certificate Program</th>
<th>Estimated Number of Courses</th>
<th>Estimated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science: Organizational Leadership</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science: Career &amp; Technical Education</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science: Rehabilitation Services</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Master of Education: Principal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Master of Education: Teacher Leader</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Master of Education: Education Technology: Computer/Technology or Library Media</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Master of Education: Curriculum &amp; Instruction</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Master’s in Mental Health Counseling</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Master’s in Engineering: Tracks in Biomedical, Electrical, and Industrial</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Master’s in Information Systems</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Doctoral Degree in Nursing</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Certificate Program in Medical Office Application</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Degree: 2007–2011</td>
<td>Number of Courses Within Degree/Program Estimated</td>
<td>Anticipated Number of Sections Offered 2007–2011</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Organizational Leadership–BS</td>
<td>25</td>
<td>200</td>
</tr>
<tr>
<td>Rehabilitation Services–BS</td>
<td>25</td>
<td>150</td>
</tr>
<tr>
<td>Career and Technical Education–BS</td>
<td>25</td>
<td>100</td>
</tr>
<tr>
<td>Principal–M.Ed. and/or licensure</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Teacher Leader–M.Ed.</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Educational Technology–computer/technology and library media M.Ed. and/or licensure</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction: Prof. Development M.Ed. and/or licensure</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Mental Health Counseling–MS</td>
<td>20</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree: 2007–2001</th>
<th>Number of Courses Within Degree/Program Estimated</th>
<th>Anticipated Number of Sections Offered 2007–2011</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.S. in Engineering</td>
<td>30</td>
<td>150</td>
<td>Three Concentrations. Will offer one section per concentration per course per year. Developed in 2008–2010</td>
</tr>
<tr>
<td>Doctorate of Nursing Practice</td>
<td>20</td>
<td>100</td>
<td>Will offer one section per course per year. Developed in 2007</td>
</tr>
<tr>
<td>Master’s in Information Systems</td>
<td>10</td>
<td>40</td>
<td>Will offer one section per course per year. Developed in 2008</td>
</tr>
<tr>
<td>Certificate program in Medical Office Application</td>
<td>10</td>
<td>120</td>
<td>Will offer three sections per course per year. Developed in 2008</td>
</tr>
<tr>
<td>General Education</td>
<td>27</td>
<td>270</td>
<td>Will increase the number of courses from 12 to 27 and offer two sections of each course per quarter per year</td>
</tr>
<tr>
<td>Misc. Courses</td>
<td>100</td>
<td>900</td>
<td>Will continue existing frequency of offering. New courses will be added and taught consistent with current rates of expansion</td>
</tr>
</tbody>
</table>

Totals | 403 | 2,005 |
II. Request for Approval of Institutional Change And Change to Educational Sites—MBA—Executive Format—in India

Wright State University
3640 Colonel Glenn Highway
Dayton, OH 45435

1. STATEMENT OF REQUESTED CHANGE

Wright State University requests approval to extend its authorization to offer its Master of Business Administration (MBA) degree program at Delhi College of Engineering’s (DCE) campus in India, herein after referred to as DCE MBA. The current request is to conduct the MBA program in India at one location, DCE’s campus in Delhi, India. As noted in the Draft Agreement for a Cooperative MBA Program in India between Wright State University’s Raj Soin College of Business and the Delhi College of Engineering (Appendix C-1), the students enrolled in the MBA program will be engineering graduates of DCE and other Indian universities.

DCE was established in 1941 as Delhi Polytechnic to address the needs of Indian industries for trained technical manpower with practical experience and sound theoretical knowledge. In 1952, the college was affiliated with the University of Delhi and started offering formal degree programs. Today, DCE is under the administrative control of the Department of Technical Education & Training, Government of National Capital Territory of Delhi. For academic purposes, DCE has continued to be affiliated with the University of Delhi since 1952.

• Expected Outcomes

In India’s current economy, it has become essential for engineering graduates to learn the tools, techniques, and skills to effectively manage the complexities of business at the local and global level. As a result, a large number of engineering graduates are pursuing their MBAs from Indian universities as well as abroad. These MBA programs strive to:

- Enhance the knowledge and skills of management
- Inculcate strong conceptual fundamentals and skills required to manage businesses of the future
- Help graduates become leaders and change agents in the global arena

To gain an international perspective, many Indian students opt to pursue their MBA degree from institutes and universities in the United States, the United Kingdom, Australia, Singapore and other foreign countries. Wright State University through its Raj Soin College of Business (RSCOB) will help to meet the needs of Indian engineering graduates who wish to gain this international perspective by providing its MBA program at the DCE campus in Delhi, India. In addition, students who opt to complete the final classes of their program at Wright State University will have the opportunity to study and gain practical experience in the United States.

The Raj Soin College of Business has experience delivering its MBA to international sites. From 1995 to 2005, RSCOB successfully delivered its MBA program to three cohorts of students in the British
Virgin Islands using a format similar to the one proposed for the DCE MBA program. In addition, we have offered an MBA program in executive format to three cohorts of Chinese executives who came to Wright State for their studies. In June 2006, a cohort of 31 Chinese executives will graduate from the MBA program being offered at the Shanghai National Accounting Institute in Shanghai, People’s Republic of China.

- **Impact on Institution’s mission, numbers and types of students to be served, and breadth of educational offerings.**

As a large, state-assisted public university, Wright State has always defined its mission in broad terms. The DCE MBA program is well within the scope of this mission which includes the phrase: “...Wright State will provide: access to scholarship and learning; economic and technological development, leadership in health, education and human services, cultural enhancement, and international understanding...” The DCE MBA program will enroll between 40 and 60 students each year. The total enrollment of Wright State’s MBA programs on campus and the Lake campus branch currently enrolls 409 students so the DCE MBA program will represent a 10 to 15 percent increase in MBA enrollment. The students in the DCE program will have a different background than most other Wright State MBA students. However, it should be noted that approximately 90 students enrolled in the Wright State MBA program are foreign students and of this group 26 are from India.

Currently the MBA program is made up primarily of fully-employed professionals attending classes part-time in the evening or, at the Lake Campus location, on weekends. In addition, Wright State offers the China EMBA program to two cohorts of Chinese executives. One cohort of Chinese executives from the Shandong Province comes to Wright State for one-year of study to earn their MBA degree. The second cohort of Chinese executives meets monthly in Shanghai for four plus days and evenings of instruction, and the Wright State faculty travel to China to provide that instruction. The students enrolled in the DCE MBA program will be full time students with little or no managerial experience since most are anticipated to enroll immediately following graduation. Since RSCOB currently offers the MBA in a non-English speaking international site and Indian students tend to be more conversant in English than Chinese students, the DCE MBA program promises to be a natural expansion of the program internationally.

- **NCA policies relevant to the proposed change.**

This request is in reference to Policy I.C.2.c, which requires Commission approval to extend accreditation to include a new instructional site at which the institution will provide a degree program. Approval of this request to offer the MBA program at DCE in Delhi, India would be in accord with Wright State University’s mission and RSCOB’s mission. This would also expand RSCOB’s initiatives in the areas of teaching, scholarship, and service to a new international site. It would also foster the University’s effort to foster and support multiculturalism and diversity through a global perspective.
2. FACTORS LEADING TO THE PROPOSED CHANGE.

• Relationship between the proposed change and ongoing institutional planning.

Wright State has long recognized the importance of internationalizing its programs in its planning documents. For example, the University’s 1993 Strategic Plan, Mapping the Future...Our Priorities for the Mid-1990s states:

The strong global, technological, and political forces reshaping our world in the 1990s are forcing all universities to make tough choices. As we approach the next century, new academic, governmental, and corporate partnerships must be established. In order to be responsive to both global challenges and community needs, higher education must utilize emerging new technologies, communications and teaching methods during a time when additional financial resources are likely to be scarce. Institutions that have clearly and specifically identified their mission, values and goals—and accept the necessity for change and plan for it—are the ones which will prosper and thrive.

Wright State’s fourth President, Harley Flack, expanded on the importance to the University of an increased global emphasis as explained in this quote from the Alumnews, the quarterly magazine for Wright State alumni:

“Wright State has established itself as a metropolitan university—a university committed to partnerships to improve the quality of life. While that concept has focused on its immediate regional area, I think we have to extend that concept nationally and internationally. Partnerships between regions, even beyond national boundaries, will be critical for the survival of countries and institutions in the 21st century. I foresee significant work in the international arena in the coming years.”

The Wright State Mission Statement emphasizes teaching, research and service to a wide and diverse regional population but also recognizes the need to reach out to a larger global community. Wright State’s Mission Statement is:

Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State will provide: access to scholarship and learning; economic and technological development; leadership in health, education, and human services; cultural enhancement, and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research.

The change requested is congruent with the University’s current Strategic Plan 2004-2009 and Vision 2020- Shaping the Future approved by the faculty and Board of Trustees. Both strongly encourage international initiatives including those being conducted by the RSCOB. Specifically, the University’s Strategic Plan 2004-2009 contains three major goals, two of which directly relate to the proposed DCE MBA program in India:

Goal 1—Enhance Our Distinctive Learning Experience to Recruit and Retain a Diversity of Students from the Region and Beyond.
Goal 2—Expand Our Partnerships Through External Funding and Collaborative Scholarship Both Regionally and Globally.

Under Goal 1, several strategies are identified including: “Increase participation in targeted professional development programs to diversify curriculum (number of programs/number of participants),” and “Create selected new degree and certificate programs.” The DCE MBA program would increase the diversity of the Wright State student body by offering the program specifically to Indian engineering graduates. The DCE MBA program will be the first time the College of Business has extended any of its programs in India proper. The DCE MBA will also extend the diversity of the curriculum by tailoring the three concentration classes to the needs of the Indian market and by giving students the option to complete their final quarter of classes and a practical training experience in the United States.

Goal 2 also applies to the DCE MBA program since the partnership created with DCE will provide an important source of external funding for RSCOB. The RSCOB faculty will be teaching the majority of courses in the DCE MBA program. However, the program may involve faculty from Delhi College of Engineering teaching a minority of courses—no more than three of the twelve classes in the program. When teaching at the DCE campus, Wright State faculty will have the opportunity to meet the faculty and staff of DCE and develop new avenues of collaborative scholarship if they so desire. In addition, since RSCOB faculty will be living in India for several weeks, the cultural experience will enrich their teaching in on-campus courses.

Wright State has a long history of involvement in international education. Student exchange programs with the Pontifical Catholic University of Parana and the Federal University of Parana, both in Curituba, Brazil; Okayama University of Science in Okayama, Japan; and Beijing Normal University in Beijing, People’s Republic of China are of long standing duration. More recently, the University Center for International Education has expanded the number of universities with whom the University has student exchange agreements to include universities in France, Spain, Germany, Chile, and Sweden. Students from these universities regularly enroll in classes in the RSCOB. When coupled with a large contingent of international students in the on-campus MBA program and the teaching experience gained through the B.V.I. and Shanghai MBA programs, the RSCOB faculty have considerable experience teaching students with varied international backgrounds, experience that will be invaluable in developing the DCE MBA program.

Since the mid-1990s, the RSCOB has taken a lead role within the University in developing international programs. The University received authorization in 1994 to offer the MBA and Master’s in Education degrees in the British Virgin Islands. Three cohorts have graduated from the MBA program in the past ten years. Two Chinese EMBA cohorts have graduated since 2004 and two additional Chinese cohorts will graduate this year.

• Needs analysis related to the proposed change.

The Raj Soin College of Business met with a representative of the Delhi College of Engineering in Spring 2005 about the College’s interest in offering its MBA program at their campus in India. Extensive discussion resulted in a conclusion that a DCE MBA program would be mutually beneficial. The DCE MBA program would allow the College to accomplish two goals simultaneously by creating
Involvement of various constituencies in developing this proposed change.

The program development resulted from discussions with the College Executive Management Team (EMT), the Faculty Executive Committee (FEC), the College Board of Corporate Advisors and faculty & top administrators at DCE. The Draft Agreement for a Cooperative MBA Program in India between The Raj Soin College of Business of Wright State University and The Delhi College of Engineering is contained in Appendix C-1-A. It should be noted that all the appendices to the Draft Agreement will be available in the resource room for the NCA team to review.

3. APPROVALS TO IMPLEMENT THE PROPOSED CHANGE.

• Internal approvals

The overall internal process for the DCE MBA program will consist of formally presenting the DCE MBA program for discussion and approval to the following:

- College Graduate Program Council (GPC)
- College Faculty
- University-level Graduate Council
- Provost

The approval process will be completed prior to the arrival of the NCA team on May 15, 2006.

• External approvals

Since the State of Ohio does not provide financial subsidy to the University for students enrolled in programs located outside the state, no formal approval by the Ohio Board of Regents is required to offer an out-of-state program.

The Draft Agreement for a Cooperative MBA Program in India between The Raj Soin College of Business of Wright State University and The Delhi College of Engineering is shown in Appendix C-1-A. This document describes the responsibilities of both parties involved in delivering the DCE MBA program. This agreement is ready to be signed pending NCA approval.

The premier accrediting body for business schools is AACSB International. The Raj Soin College of Business has been accredited by AACSB since 1974, most recently receiving affirmation of its accreditation for all its undergraduate and graduate business programs in 2001. As suggested by its name, AACSB actively encourages its members to be involved in offering international programs. Starting in the mid-1980s, business schools were required to add an international dimension to their curriculums. Since the mid-1990s, AACSB has been engaged in a process to adapt the improvement-oriented peer review accreditation process to international management schools. The benefits of internationalizing the accreditation standards are explained in an article appearing in the Spring 1998 edition of Newsline. William K. Laidlaw, Jr., AACSB’s executive vice president, is quoted:
“Member schools, in increasing numbers, are forming partnerships with schools in other geographic regions, ... We’re going to be asked by our accredited schools to evaluate programs that are being offered outside the normal jurisdiction for granting credit. We’re trying to stay ahead of this trend, ahead of our membership, and learn what constitutes quality in other cultures, so that we’ll be able to evaluate those programs when they are brought forward for review.”

“Besides being able to certify the value of an external partnership, U.S. b-schools themselves need to have internal resources that are international savvy. No matter the size or location of a school, its graduates are going to be doing business in the rest of the world.”

“It’s imperative that we become international faculty and there’s no way to do that except by the experience of it. You can’t get it out of books and you can’t stand back. You have to get in the middle of it. Anybody involved in these international teams is going to gain a great deal.”

4. IMPACT OF THE PROPOSED CHANGE ON CHALLENGES IDENTIFIED BY THE COMMISSION AS PART OF THE LAST COMPREHENSIVE VISIT.

The last comprehensive visit to Wright State University by the Commission occurred on May 6–8, 1996. The Commission’s recommendation was to continue Wright State’s accreditation. The team expressed satisfaction that the institution fulfilled the Commission’s five Criteria for Accreditation. See pp. 19–20 of this self-study report for how the university has addressed the four concerns identified by the 1996 NCA Team.

• Challenges directly related to the proposed change.

In 1998, in response to the University’s request to offer the MBA program in the British Virgin Islands, a focused visit was conducted at the Wright State campus. The visitation team recommended approval and the request was subsequently approved by the Commission. In 2000, the NCA Commission staff approved a request to offer the B.S. in Business degree completion program with a Management major in the British Virgin Islands. No major concerns about the B.V.I. MBA program were expressed by either the focused visit team in 1998 or in the 2000 staff recommendation.

In August 2003, NCA approved the extension of accreditation to the MBA program offered in two locations in China. There were no challenges.

• How the institution has addressed the challenge(s)

The 2000 NCA staff approval of the B.V.I. bachelor’s completion program noted that the 1998 focused team visit found that the University was making satisfactory progress in addressing the concerns identified in the 1996 comprehensive evaluation. Further, the 2000 staff report noted in their approval that recommendations of the 1998 focused visit with respect to usage of the internet, web-based technology, and faculty professional development had been addressed.

The College of Business received no challenges to the B.V.I. MBA program or the MBA program in two locations in China.
5. PLANS TO IMPLEMENT AND SUSTAIN THE PROPOSED CHANGE

- Involvement of faculty and staff.

Faculty play a vital role in the delivery of any academic program and the DCE MBA program is no different. The program has been designed to ensure that faculty will be provided with the assistance needed to offer a high quality educational experience. For example, an on-site coordinator hired by DCE will serve as a single point of contact for Wright State and all the students enrolled in the MBA program at DCE. This on-site coordinator will be able to assist Wright State faculty when they arrive at DCE to find their classroom, office and living accommodations. The on-site coordinator will ensure faculty have all requested equipment and materials in place to effectively teach the cohort. The on-site coordinator will also introduce the Wright State faculty to DCE faculty. Likewise, the on-site coordinator will serve as a point of contact for students when questions or problems arise that must be addressed in a timely manner.

The program will be delivered in a format similar to the one used in the B.V.I. cohort program. Students must complete four 4-credit hour foundation courses prior to starting the DCE MBA program. Only students who demonstrate they have previously completed equivalent coursework will have any of these foundation courses waived. The DCE MBA program will be comprised of twelve 4-credit hour courses. One course will be taught every month in a concentrated two-week format. In addition, a Web site will be created for each course so that students can acquire the course syllabus, problem and exercise assignments, and reading assignments in the two weeks before the faculty member appears in class.

Foundation courses will be taught by University of Delhi faculty, of which DCE is a part, during the student’s senior year of their undergraduate engineering degree program. All Delhi faculty will be academically or professionally qualified to teach the courses they are assigned. The Delhi faculty will submit their qualifications and syllabi to the appropriate RSCOB department chair for review and approval.

WSU plans for RSCOB faculty, who are either academically or professionally qualified and members of RSCOB’s graduate faculty, to teach the 700-level classes in the DCE MBA program. We will strive to select RSCOB faculty who have an interest and affinity for Indian culture. If necessary, we will select Delhi faculty who are similarly academically or professionally qualified and approved by the appropriate RSCOB department chair to teach no more than three of the twelve classes in the program. This decision process meets AACSB-International accrediting standards.

The following RSCOB faculty have tentatively been designated to teach in the DCE MBA program:

- MBA 710- David Bukovinsky, Ph.D.- University of Kentucky, Associate Professor of Accounting
- MBA 720- Sirisha Naidu, Ph.D.- University of Massachusetts, Assistant Professor of Economics
- MBA 730- Burhan Kawosa, M.B.A., C.F.A- Wright State University- Instructor of Finance
- MBA 740- Joseph Petrick, Ph.D.- Pennsylvania State University- Professor of Management
- MBA 750- Todd Dewett, Ph.D.- Texas A& M, Associate Professor of Management
Electives are yet to be determined, but the same level of qualifications will pertain to any faculty assigned to teach these classes in the DCE MBA program.

**Administrative structure**

The DCE MBA program will be administered by the Director of Executive Education and Cohort MBA Programs within the Graduate Programs, International and Community Relations office, reporting directly to the Dean of the Raj Soin College of Business. The Director working with the assistance of the office staff will coordinate travel and accommodations with DCE. Registration, maintenance of student records and graduation certification and payments will be coordinated between the University Registrar, the University Office of Graduate Studies, and the Bursar’s Office.

**Availability of learning resources and support services.**

Delhi College of Engineering has a lush green campus spread over 164 acres of land. It is a residential campus equipped with all modern facilities. In 1996, DCE moved to its new campus which incorporates Academic Buildings for various departments, a Central Library, a computer center, an administrative building, 5 dormitories for men, 1 dormitory for women, married student housing, a health center as well as offices for faculty and staff. A member of the DCE staff will be assigned to be the point of contact for students and RSCOB to serve as a liaison between all parties. The Director of Executive Education and Cohort MBA Programs will serve as the academic adviser for students enrolled in the DCE MBA program.

**Financial Data**

Assuming a minimum class size of 40, the following budget estimates apply for start to completion of the DCE MBA program:

Program Revenue

Tuition @ $12,000 per student $480,000

Program Expenses:

- Faculty Travel to India (12 trips @ $3,000) $36,000
- Faculty Compensation (12 @ $6,000) $72,000
- Travel Associated with Administration (3 trips of 2 people @ $3,000 / trip) $18,000
- Miscellaneous $25,000

Total Program Expenses $(151,000)

Total Revenue Generated for University $329,000
RSCOB will keep a substantial portion of the revenues generated, consistent with university policy governing such programs. Currently the revenues kept are generally 75% of the program revenue. For detailed financial data about Wright State University, please refer to the Self Study Criterion Two Chapter: Preparing for the Future, Core Component 21- Financial Plan.

6. ASSESSMENT STRATEGIES

• Measures to document the achievement of expected outcomes.

The goal of the DCE MBA is to deliver a quality educational experience for the students based on a set of learning objectives related to the theories and practice of modern business with special reference to the situation faced by Indian businesses as their economy grows. The learning objectives are described in each course syllabus. Assessment of the extent to which the learning objectives are achieved will be measured through a variety of assessment techniques. See Appendix C for a full description of Assurance of Learning Plan for the DCE MBA Program.

• How assessment of student learning is integrated into the institution’s assessment program.

The University’s assessment program requires that each degree program submit an assessment report annually. The report must specify at least three learning objectives and two outcome measures for each objective. The DCE MBA will be treated as a separate degree program for purposes of assessment and will follow the University guidelines.

In addition, the Assurance of Learning Plan designed to evaluate whether DCE MBA students have achieved the learning goals of the program, will meet the standards of AACSB International.

17 See full copy of MBA—Executive Format Proposal in Resource Room.
A Draft Agreement for a Cooperative MBA Program in India between The Raj Soin College of Business of Wright State University and The Delhi College of Engineering

This agreement proposes a cooperative Master of Business Administration degree program between the Raj Soin College of Business of Wright State University, a nonprofit educational institution (or its agent) of the State of Ohio (hereinafter referred to as “Wright State”); and the Delhi College of Engineering (hereinafter referred to as “DCE”) through its Principal duly authorized by the competent authority, Government of National Capital Territory of Delhi. In contemplation of the relationship to be established and for good and valuable consideration, the parties agree as follows:

1. General

   a) The rapid growth of technology and industry in India has created a need for business education that exceeds the capacity of universities in India.

   b) Wright State, as a premier education institution in the State of Ohio, has the state approval, ability and expertise to offer the Master in Business Administration degree program and is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

   c) DCE desires to make Wright State’s MBA program available to students in India at DCE’s campus in Delhi, India.

2. Program Specifications

   a) The MBA program will be taught over a period of approximately twelve (12) months (the program curriculum is shown in Appendix A). The program consists of twelve four-credit (quarter system calendar) courses, in addition to necessary Foundation courses. The Foundation courses will be taught by DCE faculty and must be completed before students can begin the MBA program. 700-level courses will be taught by Wright State/Wright State-approved faculty in India. Students, upon acceptance into the program, will be registered as students at Wright State University and will graduate and receive the Wright State MBA degree upon successful completion of all courses and other specified degree requirements.

   b) The program will be offered on DCE’s Delhi campus.

   c) Students will have the option to take the final two classes of the MBA program at Wright State’s main campus in Dayton, Ohio. We expect that some Delhi students will opt to complete their studies in Dayton, and then may remain in the United States for a brief internship or Optional Practical Training (OPT).

   d) The parties agree that educational quality is the most critical element for the success and continuation of the program. Wright State will endeavor to provide a curriculum that combines the latest in management theory and practice with particular relevance to the situation in India. Wright State and DCE will provide only qualified faculty who are recognized as high quality teachers.
e) This Agreement applies only to the Wright State-provided MBA program at DCE and does not restrict either school’s ability to work with other universities.

f) Admission standards will be designed to ensure that the academic preparation and English proficiency of the students in the program meet graduate admissions requirements of Wright State and the Raj Soin College of Business. Admission to the program is based on a variety of criteria including past academic performance (GPA), standardized test score(s), intellectual capabilities, and English proficiency.

- A completed admission application and paid application fee;
- An attached transcript verifying that the applicant has completed the equivalent of a four year bachelor’s degree from a U.S. university;
- TOEFL score of 550/213 or equivalent. Only applicants with an undergraduate or graduate degree from a regionally accredited U.S. academic institution will not be required to demonstrate English proficiency;
- GMAT (Graduate Management Admission Test) score of not below 400
- A resume in English
- Three references- In lieu of providing the customary three references, RSCOB will petition to have this requirement waived for those students recommended by DCE for acceptance into the DCE MBA program.
- DCE may choose to interview or otherwise provide evaluations of DCE MBA candidates, and any resulting recommendations will be considered by RSCOB. However, the final admission decision will be made by the Wright State University School of Graduate Studies.

DCE students will be accepted into this program during their senior year of their undergraduate degree program. They must complete their DCE degree and meet all Wright State admission requirements before beginning their first class.

h) If the program is unable to field a full class from DCE graduates alone, the program will be opened up to engineering graduates from other Indian universities. These students will need to complete any foundation courses they are required to take prior to beginning the DCE MBA program.

i) The DCE MBA program will start in late summer (August or September) each year and be completed approximately twelve (12) months after the start of the program.

i) **DCE’s Responsibilities**

DCE will:

a) Use its status and authority to facilitate and promote the program;

b) Coordinate with all Indian government agencies to obtain necessary government approvals for the program;
c) Work with Wright State University to host the program and provide classroom facilities and equipment as well as any necessary library facilities and services. The classroom must have at a minimum a computer with Internet access, an LCD projector; TV and DVD/VHS player available for teacher use.

d) Be responsible for all student recruitment and collection of tuition and fees and make full payment to Wright State according to the terms set forth below.

e) Provide and pay for an on-site coordinator who will be the single point of contact for Wright State and all students enrolled in the MBA program at DCE.

f) DCE will hire and pay faculty or adjunct faculty to teach the four (4) foundation courses.

4. Wright State’s Responsibilities

Wright State will:

a) Deliver the MBA program to the participants who, upon meeting all requirements, will be awarded the MBA degree;

b) Provide AACSB-International qualified faculty to teach in the MBA program. Wright State full time faculty will teach at least eight (8) of the twelve (12) core and concentration classes. The other courses may be taught by individuals hired by Wright State;

c) Provide a minimum of 33 1/3 hours of teaching instruction for each class offered in the program. Instruction will be provided over the course of approximately two weeks. However, students will be required to complete assignments before and after the class meets.

d) Handle all matters related to admission of students, determination of eligibility to graduate, preparation of transcripts, and maintenance of permanent student records. DCE MBA students will be subject to the same rules, student rights, and code of conduct procedures as those MBA students attending classes at WSU’s main campus in Dayton, Ohio;

e) Wright State will not collect tuition for the foundation courses, but these courses, syllabi, and faculty teaching the foundation courses must be pre-approved by Wright State.

f) Provide assistance necessary to introduce the program, including promotional materials for recruiting purposes;

g) Wright State faculty or administrators may attend the graduation ceremonies in India.

5. Tuition and Revenue Sharing

a) The tuition and fees of the MBA program will be competitive for the Indian MBA market and will be based on a class size of at least 40, but no more than 60 students;

b) Program fees, not including textbooks, are set as specified in Appendix B.

c) Students will be responsible for purchasing their textbooks.

d) Wright State’s tuition and fees will be received in two non-refundable installments and will be transferred in American dollars to Wright State seventy-five (75) days prior to the first class, and the second installment will be due prior to Wright State prior to the start of the sixth 700-level class.
e) No student will be permitted to enroll in or attend any class unless tuition payments are up-to date.

f) DCE will provide instructor/staff office space at no charge to Wright State.

g) Each year the tuition rates to be charged to the next cohort will be reviewed to ensure they are in line with tuition rate increases Wright State has had to enact.

h) No additional tuition will be charged for students who opt to complete their studies in Dayton. However, the students would be required to pay their transportation, food, and lodging expenses. Students who choose to complete their program at the Dayton campus would also be required to pay required international student fees, student health insurance, and student legal fees.

i) Students will be required to pay the $35 graduation application fee in order to graduate and receive their diploma.

6. Program Timetable, Content, and Delivery Modes

The parties recognize the need to work together to reach agreement so that the program can begin as soon as possible after the receipt of all necessary approvals.

The program content will be as in Appendix A, i.e., four foundation courses or their equivalents (which will be taught by DCE faculty); nine core courses, which will mirror Wright State’s Dayton-based curriculum but will be tailored for the Indian market; and three concentration courses. Only one concentration will be offered to each cohort.

Students will complete foundation courses in Accounting, Economics, Finance, and Quantitative Business Analysis as part of the program. A student may have a foundation class waived by the RSCOB MBA Advisor based on the student’s previous coursework. Foundation courses ensure all students have fundamental knowledge in these key areas before starting the MBA Core classes.

As soon as possible after signing this agreement and before beginning each cohort, WSU and DCE will agree on a single area of concentration that best meets the needs of the student body and Delhi market.

Any students accepted into the DCE MBA program will be members of a cohort group. This means that all of the students take the same classes in the same sequence with the same concentration.

The program timetable ensures that DCE cohort students will complete the MBA program within approximately twelve (12) months, assuming the following:

a. All students successfully complete foundation courses prior to the time the first core class (700-level) class is offered by Wright State faculty.

b. The DCE MBA program will be a year round program.

c. Students successfully complete all classes with their cohort. If a student must withdraw from a class for whatever reason, they will need to make up that requirement the next time it is offered to a DCE cohort.

d. Students will take one class at a time. Classes will meet for the required 33 1/3 hours over the course of two weeks, normally followed by a two week break before the next class begins.
e. Once a cohort has been begun, it will be completed.

The delivery modes of the program may make use of any or all of the following: on-site teaching by WSU faculty, distance learning through video teleconferencing, or online instruction through WebCT or similar system.

The marketing and recruiting of students will begin within one month of receiving final approvals. The program will begin with the first course being offered at least three months after the start of recruiting.

6. Terms of Agreement

a. The term of this Agreement is for a period of five (5) years commencing upon the date of execution by all parties unless sooner terminated in accordance with the provisions hereof. The parties hereto may, however, extend the term of this Agreement for additional periods as desired under mutually agreeable terms and conditions which the parties reduce to writing and sign. Any party may terminate the agreement by providing the other party with written notice at least six months prior to the suggested date of termination.

b. In the event that any of the parties hereto shall commit any breach of or default in any of the terms or conditions of the Agreement, and also shall fail to remedy such default or breach within ninety (90) days after receipt of written notice thereof, the party giving notice may, at its option and in addition to any other remedies which it may have at law or in equity, terminate this Agreement by sending notice of termination in writing to the other party to such effect, and such termination shall be effective as of the date of the receipt of such notice.

7. Resolution of Disagreements

The parties agree to resolve any potential disagreements arising in the implementation or interpretation of this agreement in an amiable and fair manner to the benefit of both.

8. NCA Approval

This agreement is subject of necessary approvals for the program from the North Central Association of Colleges and Schools accrediting body (NCA).

9. Non-assignment

Neither party may assign or transfer any of the rights, duties, or obligations set forth in the Agreement without the written consent of the other party.

10. Notices

Notices, invoices, communications and payments hereunder shall be deemed made if given by registered mail or by reputable international courier service. Notice shall be deemed to have been given on the date shown on the receipt for registered mail or on the date of delivery shown in the business records of the international courier service at the address given below, or such other address as may hereafter be designated by notice in writing:
11. Entire Agreement
This Agreement, together with Appendices A and B, completely and exclusively states the agreement of the parties regarding the subject matter. It supersedes, and its terms govern, all prior proposals, agreements or other communications between the parties, oral or written, regarding such subject matter. This Agreement shall not be modified except by a subsequently dated written agreement signed on behalf of the applicable parties by their duly authorized representatives.

12. English Language
In the case that this Agreement is executed in more than one language version, then the English language version shall prevail in case of any discrepancy between the versions.

13. Indemnification
Each party will indemnify, hold harmless, and defend the other, its officers, directors and/or board of trustees, affiliated companies, employees, agents, and subcontractors from any and all liabilities, claims or damages arising out of personal injury or death or damage to property to the extent caused by the indemnifying party’s breach of any representation, warranty, term, or provision herein or to the extent caused by the acts or omissions of such party, its employees, agents, or subcontractors in its performance hereunder.

14. Governing Law and Jurisdiction
This Agreement shall be governed as to the formation, interpretation, and validity thereof by the laws of the State of Ohio, without regard to the principles of conflicts of laws. Any action brought in connection with this Agreement shall be brought in the courts of the State of Ohio or the Federal District Court for the Southern District of Ohio and the parties hereby irrevocably consent to the jurisdiction of such courts.
15. Rules and Procedures

This Agreement is to be implemented in accordance with established rules and procedures of the Wright State University School of Graduate Studies. (Appendix C is a copy of the Wright State University School of Graduate Studies Policies and Procedures Manual)

IN WITNESS WHEREOF, each of the parties, by its duly authorized representative, has entered into this Agreement as of the effective date.

WRIGHT STATE UNIVERSITY
By: __________________________
Name: Dr. Berkwood Farmer
Title: Dean, Raj Soin College of Business
Date: __________________________

By: __________________________
Name: Dr. David Hopkins
Title: Provost, Wright State University
Date: __________________________

THE DELHI COLLEGE OF ENGINEERING
By: __________________________
Name: __________________________
Title: __________________________
Date: __________________________
Raj Soin College of Business  
Wright State University  
MBA Program

<table>
<thead>
<tr>
<th>Courses</th>
<th>Titles</th>
<th>Quarter</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td>These courses may be waived by MBA Advisor based on previous coursework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 510</td>
<td>Survey of Accounting</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 520</td>
<td>Survey of Economics</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 530</td>
<td>Survey of Finance</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 580</td>
<td>Survey of Quantitative Business Analysis</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>All Foundation Courses must be taken before starting 700-level MBA courses unless the MBA Director grants permission.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 710</td>
<td>Strategic Cost Management</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 720</td>
<td>Analysis of Global Economic Conditions</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 730</td>
<td>Financial Analysis and Decision-Making</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 740</td>
<td>Legal and Ethical Decision Making</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 750</td>
<td>Leading Teams and Organizations</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 760</td>
<td>Marketing Strategy</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 770</td>
<td>Information Technology and Business Transformation</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>MBA 780</td>
<td>Supply Chain Management</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Concentration</strong></td>
<td>The standard list of concentrations includes the following:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Economics</td>
<td>Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td>Project Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management, Innovation and Change</td>
<td>Marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management of Information Technology</td>
<td>Flexible Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Only one concentration will be offered per cohort.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone</strong></td>
<td>The capstone course is taken during the last quarter of the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 755</td>
<td>Developing and Implementing Competitive Strategies</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Number of Courses:** 16    **Total Quarter Credit Hours:** 64
Program and Miscellaneous Fees

The tuition for the DCE MBA program will be $12,000 per student for the twelve (12) graduate-level courses fulfilling the MBA Core, Concentration, and Capstone requirements. This tuition assumes the following:

a) Students will be responsible for purchasing their textbooks.

b) Wright State’s tuition and fees will be received in two non-refundable installments and will be transferred in American dollars to Wright State seventy-five (75) days prior to the first class, and the second installment will be due prior to Wright State prior to the start of the sixth 700-level class.

c) No student will be permitted to enroll in or attend any class unless tuition payments are up-to-date.

d) DCE will provide instructor/staff office space at no charge to Wright State.

e) Each year the tuition rates to be charged to the next cohort will be reviewed to ensure they are in line with tuition rate increases Wright State has had to enact.

f) No additional tuition will be charged for students who opt to complete their studies in Dayton. However, the students would be required to pay their transportation, food, and lodging expenses. Students who choose to complete their program at the Dayton campus would also be required to pay required international student fees, student health insurance, and student legal fees.

g) Students will be required to pay the $35 graduation application fee in order to graduate and receive their diploma.

III. Request for Approval of Institutional Change and Change to Educational Sites—Master of Science in Human Factors Engineering Degree in India

As the January–March 2006 communication between Wright State University and the Higher Learning Commission (HLC) make clear\(^\text{18}\) the university seeks the approval of the Higher Learning Commission to offer the Master of Science in Human Factors Engineering Degree in India. This program was among those online degree programs approved by the Commission in April 2005. The Commission has asked that the university include the program as a change request in the self-study so that the HLC team can review it during the campus visit. As sections D-2 through D-3 make clear, the university continues to explore the feasibility of offering the Human Factors Engineering Degree Program in India, and welcomes the recommendations of the HLC team.

\(^{18}\) See Appendix D-1, pp. 252–253
March 2, 2006

Dr. Lillie P. Howard  
Vice President for Curriculum & Instruction and  
Dean, University College  
Wright State University  
3640 Colonel Glenn Highway  
Dayton, OH 45435

Dear Dr. Howard:

I am writing in response to your inquiry about the conditions under which the University plans to offer its M.S. in Human Factors Engineering Degree Program to students in India. Because of the unique features associated with the offering, I conferred with some of my colleagues about your inquiry to ensure that my thinking was on target.

As you are aware, the Commission approved the University’s offering of the M.S. in Human Factors Engineering as an online program several months ago. However, the University’s plan to contract with Quintessence Educations & Services Private Limited to provide on-ground academic support services to students, in effect, alters the nature of the online asynchronous delivery of the distance education program that was approved by the Commission. Activities and services such as the collection of fees, reproduction and distribution of course materials, proctoring of examinations, and forwarding examinations to the University for grading are specific services that indicate the formal participation of a third party in the delivery of the degree program. Furthermore, if implemented, they imply the physical presence of Wright State University in India since it would have contracted representatives in that country.

My counsel is that you include the delivery of the M.S. in Human Factor Engineering degree in India as a change request item in the University’s Self-Study Report, and have the evaluation team to review it during its visit to the campus in May, 2006. Furthermore, you should cite the physical location where the enrolled students will be able to receive the academic support services that the University is contracting to provide.

At this stage of your self-study activities, perhaps you will want to include this change request item as a separate chapter in the University’s Self-Study Report.

Sincerely,

John A. Taylor, D.Mus.Ed.  
Director, Program to Evaluate and Advance Quality
January 12, 2006

Dr. John Taylor,
Director, PEAQ
Higher Learning Commission
NCA
Chicago, IL

Dear Dr. Taylor:

Pursuant to my recent phone conversation with you, Wright State University is seeking advice from the Higher Learning Commission about whether formal approval from the Commission is required to offer the university’s M.S. in Human Factors Engineering online degree program to students in India and other countries that might become interested in such a program in the future. The Human Factors online degree program was approved by the Institutional Review Council of the Higher Learning Commission in April, 2005. You thus will find considerable information about this program in your files.

Specifically, the university proposes to offer its online M.S. in Human Factors Engineering Degree Program to students in India, beginning Fall 2006, with the assistance of a third party vendor, Quintessence Education & Services Private Limited. Students enrolled in the program will receive all instruction from Wright State University professors similar to students enrolled in the online program in the United States. Quintessence, however, will market the program in India for the university; collect applications and fees and forward to Wright State University; reproduce and distribute to students course materials, including high quality video CD’s and other media supplied by Wright State University professors; arrange for and proctor any required in-person exams, including verifying student enrollment in the course; and forward exams to Wright State University for grading. Quintessence’s services, then, would be utilized only to facilitate the enrollment and proper progression of students in the program, and to ensure that students receive all of the course materials sent by the Wright State University professor(s) via e-mail, of course, as well as online access to all other student support services, including the University Libraries, at the university.

We have been assured that Quintessence Education & Services is properly organized under the laws of India, and have been given the following contact information for the company:

Quintessence Education & Services Private Limited
592, 10th Cross, J.P. Nagar
III Phase
Bangalore 560 078
India
Attn: Sankar Sadasivam, President
Fax: 91–80–26596307

Because we propose to offer the online M.S. Degree in Human Factors Engineering in India beginning Fall 2006, we welcome your timely advice about how we should proceed. Please let me know where you have questions.

Thank you, meantime, for your assistance and consideration.

Sincerely,

Lillie P. Howard
Vice President for Curriculum & Instruction, and
Dean, University College
Institution Liaison to the Higher Learning Commission of NCA
A Proposal to Explore the Expansion of CECS Distance Programs to International Students

The purpose of this proposal is to secure administrative support to explore a collaborative initiative involving the Department of Biomedical, Industrial and Human Factors Engineering (BIE) at Wright State University and the educational services provider Quintessence in India. This collaboration could potentially enable WSU’s BIE department to leverage Quintessence’s service infrastructure to offer the Human Factors Engineering Distance Program directly to the students in India.

Need

When studying the national landscape, it quickly becomes apparent that international student enrollment at institutions of higher education was significantly, and quite possibly permanently, changed by the events of September 11, 2001. In the wake of the terrorist attacks, and the revelation that some of the hijackers had initially entered the country on a student visa, Representative Diane Feinstein introduced legislation calling for a six-month moratorium on the issuance of student visas. She, and others, believed that there were pervasive system-wide problems that needed to be addressed to strengthen national security, and that the program should be shut down until these problems were resolved. While the nation’s universities were able to successfully lobby for the withdrawal of this legislation, the student visa program underwent several changes. These changes have led to more careful screening of student visa applications.

National Trends in International Student Enrollment

Intuitively, one would anticipate that more stringent screening of applicants would lead to longer processing periods and more denials. This, in turn, would result in fewer student visas being issued, and international student enrollment being negatively affected.

This is exactly what the Institute of International Education (IIE) has found. In its annual report, entitled Open Doors, the IIE reports that in 2002-2003, the first academic year following the terrorist attacks and the most recent year for which national data is available, the international student population studying within the United States rose by only six tenths of one percent. This figure, which was generated by compiling student visa statistics collected by the State Department, stands in stark contrast to the robust five percent annual increase displayed by this population in the five academic years preceding the attacks.

In an effort to uncover the cause of this sharp decline the IIE surveyed more than 1,400 of the nation’s universities and found that 59% of respondents attribute this decline to the new visa application processes put in place after the terrorist attacks. Additionally, in the same survey, the IIE found that two thirds of the nation’s universities experienced either no change or a decline in international student enrollment for the 2002-2003 academic year.

WSU Trends in International Student Enrollment

Wright State’s international graduate student enrollment exhibits a similar pattern. Statistics provided by the Center for International Education indicate that WSU’s graduate programs have
experienced a significant decline in new enrollment over the past two years. Graduate programs enrolled only 292 new students in the 2003-04 school year. This represents a 17% decline from the 2001-02 level. While we see an increase in the registration numbers for Fall 2004, there was still a 25% drop in the number of students who applied and in those who were admitted.

<table>
<thead>
<tr>
<th>WSU’s Grad. Programs</th>
<th>Fall Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2001</td>
</tr>
<tr>
<td></td>
<td>APPLIED</td>
</tr>
<tr>
<td></td>
<td>1179</td>
</tr>
<tr>
<td></td>
<td>1529</td>
</tr>
<tr>
<td></td>
<td>1271</td>
</tr>
<tr>
<td></td>
<td>923</td>
</tr>
</tbody>
</table>

*Data provided by the Center for International Education.

Current WSU International Student Demographics

While it is clear that a declining international student population negatively impacts the University as a whole, it is potentially devastating to the College of Engineering and Computer Science (CECS). Within Wright State, international students account for 13% of the graduate student population. The majority of these students, 72% in fact, are pursuing degrees in the CECS. These students represent 61% of CECS’s total graduate population, with more than half coming from India.

This reliance on international students for a major portion of its revenue stream increases CECS’s vulnerability to any legislation or change in protocols that would make it more difficult for admitted students to obtain a visa and enroll in their chosen program.

Impact of Continued Geopolitical Uncertainty

While it is admittedly unlikely that geopolitical developments would lead to the complete cessation of the issuance of student visas, it is conceivable that continued geopolitical uncertainty may lead to additional tightening in the visa issuance protocols followed by foreign consulates. This tightening could take several forms, all of which are likely to result in more denials of visa requests and longer processing periods. Clearly, additional changes in protocol would further reduce the revenue stream generated by international student enrollment.

There is no doubt that the likelihood of continued geopolitical instability and its possible impact to the student visa program can be debated, however, the prudent course requires that the CECS initiate proactive programs that protect, and even expand, the revenue stream generated from international students.

To that end, we believe it is essential to explore the establishment of a partnership with Quintessence Educational Services which would allow us to offer the distance program in Human Factors Engineering to students in India.
Prevailing Models
Traditionally, when American universities have committed to offering their programs overseas, they follow one of two popular models. The first option requires American universities to build a physical campus in another country, and offer their programs through this foreign branch. This model has been used by several schools, including Georgia Tech, which established a campus in Paris, France.

The second option calls for American universities to partner with universities abroad. In this model the American school provides the content, sending faculty to teach courses, but utilizes the existing facilities of the foreign university. This is the model Wright State currently follows with the Raj Soin College of Business’ offerings in the Virgin Islands.

The downside to both these models, from the perspective of the CECS, lies in the high costs associated with the start-up and continuing operation of either option. Rather than committing to such costly models, we believe we have developed an alternative model which presents significant upside revenue potential, and, at the same, time minimizes both the start-up and continuing operations costs associated with expanding our programs abroad.

Proposed Program
Partner – Quintessence
Quintessence Educational Services is a private company headquartered in Bangalore, India. They have an excellent reputation, a management team educated in the US, and are highly responsive and client driven, with a focus on helping high quality Indian students obtain an education from a US based institution of higher education.

Why WSU’s Human Factors Engineering Program?
The BIE Department currently offers a Master’s level distance program in Human Factors Engineering (HFE). The program has been developed to allow students to complete the entire program of study without ever visiting campus. Lectures are videotaped during their delivery to traditional classroom students. These videotapes are then copied and mailed to the students enrolled in the distance section of the same course. This system meshes perfectly with Quintessence’s courier system.

As the HFE distance program is fully developed, the only additional cost associated with content delivery is the cost of transmitting the lectures to Quintessence for duplicating. However, this can be done electronically using currently available BIE distance education resources.

Leading with the HFE program also allows CECS to gauge student interest, create an attractive pricing structure, and uncover and solve any program process glitches associated with this international expansion, without facing any overwhelming start-up costs.

It is anticipated that once the integrity of this model has been verified, the CECS will explore the feasibility of offering other degrees through the same delivery channel. Additionally, leveraging Quintessence’s existing infrastructure allows us to offer our program to qualified students without concern for their ability to obtain a student visa.
Proposed Structure
The key consideration in developing this proposal has been maintaining the integrity and the academic rigor of the program. We believe it is essential for WSU to maintain control of admission to the program, evaluation of student work, and the awarding of the degree.

Admission
Students applying for admission to this program clearly need to meet the academic eligibility requirements in place at the time they applied. However, to help facilitate the application process, we would enable Quintessence to scan and electronically deliver to us for review, any applications for admission that are submitted directly to them.

Authenticity
One concern regarding any distance education program is the issue of verification. That is, how does the host institution verify the work is being completed by the proper student? This function will be performed by Quintessence employees who will proctor exams associated with the course offerings.

Evaluation
A second significant component to maintaining the academic rigor of the program is ensuring the evaluation of student work is completed by our faculty. To that end, we anticipate having Quintessence scan and electronically deliver (after verifying authenticity) all work completed by students participating in the program. This material will be graded by the appropriate faculty members, re-scanned, and electronically returned either to Quintessence or whenever possible, directly to the student.

This process will ensure that all students who complete the HFE program have been evaluated in a consistent manner regardless of where they conducted their studies.

Interaction
Faculty/student interaction in the proposed program will be handled in the same manner as in the stateside distance program. Faculty will be accessible via e-mail, as well as through whatever additional media (fax, phone, WebCT) the faculty member deems appropriate for the class.

Certification
The final component to maintaining the academic rigor and integrity of the program requires that WSU be responsible for the certification and awarding of the degree. Only those students who have completed all program requirements as determined by WSU, will be certified, and awarded the appropriate degree.

Benefits to International Students
In addition to the benefits this program provides WSU, there are several benefits enjoyed by international students as well. Students whose visa is rejected or who are struggling to complete the process now have an attractive alternative. Clearly students get the benefit of a high quality degree from a US institution, and unlike credits earned from a University in India, credits earned from WSU would be transferable to other US institutions.

The biggest benefit however is that this program would make a US education far more affordable as it reduces tuition expenses, living expenses, and travel costs.
Summary
Clearly, because of its reliance on international students, it is imperative for the CECS to begin to investigate initiatives that protect this critical revenue stream from further interruptions due to geopolitical uncertainty. Receiving administrative support to explore a partnership with Quintessence and other similarly situated foreign companies, which allows us to deliver our content directly to foreign students and removes the headaches associated with obtaining a student visa, is a solid first step in this direction.

References
6. E-mail correspondence with Harriet Dadras, Director of International Admissions and Recruitment
7. WSU Student Fact Book, Fall 2003, pgs. 3 and 35.
8. WSU Student Fact Book, Fall 2003, pg 35.
Agreement Concerning Distance Learning Courses Offered in India

This Agreement, made this ____ day of _______________ 2005, is by and between Wright State University, a public institution of higher education, a corporation of the State of Ohio, whose address is Colonel Glenn Highway, Dayton, Ohio 45435, USA (hereinafter “Wright State”), and Quintessence Education & Services Private Limited, a Private Limited Company organized under the laws of India, whose address is 592, 10th Cross, J.P. Nagar, III Phase, Bangalore 560 078, India (hereinafter “Quintessence”).

WHEREAS Wright State is an educational institution wishing to offer courses to students in India through a distance learning program and is seeking a local service provider to assist with the distribution of course materials and other services related to the distance learning program; and

WHEREAS Quintessence represents that it has the capabilities Wright State needs as a local service provider and is willing to serve as the service provider;

NOW THEREFORE, in consideration of the promises and obligations set forth herein, the parties agree as follows:

1. Educational Programs Covered: The educational programs for which services will be provided are the Master of Science programs in Engineering, including Industrial and Human Factors Engineering and Electrical Engineering in the non lab-intensive track. Wright State has the option to expand the scope of the educational programs offered under this Agreement at its own discretion. Quintessence agrees that it shall provide services for any additional non lab-intensive course or program offerings under the same terms and conditions as set forth herein.

2. Administration of Distance Learning Programs: Quintessence shall provide services for Wright State’s expansion of its distance educational programs to India, with such services to extend from the admission process through graduation of enrolled students.
   a. Quintessence will work closely with Wright State to market the distance educational offerings in India through targeted marketing efforts, which must be agreed upon and approved by Wright State. Quintessence and Wright State shall review the marketing efforts on a quarterly basis. Quintessence must obtain written approval from Wright State of the content of all advertising and marketing material.
   b. Quintessence shall serve as a liaison between Wright State and prospective students and students enrolled in Wright State’s distance education programs in India.
   c. Quintessence shall collect application information from students and transmit such information to Wright State for evaluation and review. At Wright State’s request Quintessence will obtain specific additional information from the student and forward this to Wright State. All admissions decisions will be made by Wright State.
   d. Quintessence shall collect the appropriate fees from the students enrolled in the program in the manner and amounts set forth in Section 6 below. Quintessence shall remit to Wright State its portion of the fee within three (3) weeks of the start of each academic quarter. As
part of the admission and enrollment process, Quintessence shall verify that each student has obtained all necessary foreign exchange approvals from the Indian government to be able to pay Wright State’s portion of the enrollment fee in U.S. dollars directly to Wright State.

e. Quintessence shall reproduce course offerings on high quality Video CDs or other comparable media (hereinafter, “VCDs”) and distribute them to enrolled students as set forth in Section 8 below. Quintessence shall not distribute any course materials to persons who are not enrolled in the applicable course or who have not paid the enrollment fee for the course. Quintessence shall secure from each student a binding agreement that the student will use the VCDs supplied by Quintessence solely in the performance of his or her academic course work, that the student will not copy, distribute, modify, upload or otherwise use any VCDs or the content contained thereon except to perform his or her academic course work, and that the student shall return all VCDs to Quintessence at the end of each academic quarter. Quintessence itself shall not be liable to Wright State for any student’s misuse of the VCDs or the content contained thereon; however, Quintessence agrees to assist Wright State as necessary in the enforcement of any agreement against a student for use of the VCDs or the content contained thereon in violation of the binding agreement referenced above.

f. For classes which require in-person examinations, Quintessence shall conduct and proctor the exams. Both the exams themselves and instructions for how the exams are to be administered shall be provided by Wright State. Quintessence shall verify that each person taking the examination is a student enrolled in the class, and shall take such additional steps as are necessary to ensure the integrity of the examination process. Examinations shall be conducted at multiple centers distributed at the major Indian metropolitan cities (e.g., Bangalore, Chennai, Hyderabad, Mumbai, Delhi, and Kolkata) depending on the geographical distribution of students and the number of students enrolled in the program, which will be determined by Quintessence. As part of the admission and enrollment process, Quintessence must obtain a signed consent from each student that the student agrees to take any applicable exams in the designated location, and that the student will not hold either Wright State or Quintessence liable for any additional travel costs that he or she may incur to take the exams as part of the program.

g. Quintessence shall scan each student’s work from the exams and e-mail it to Wright State for timely evaluation of the student’s work. Quintessence shall send a good quality reproduction of each student’s work within two (2) working days of the exam being conducted, and shall agree to retransmit a copy of any student’s exam upon request from Wright State. The transmission of the student’s work must be secure so that the student’s privacy is maintained. The hard copy originals of the student exams shall be archived by Quintessence for one (1) year following the end of the academic quarter in which the exams were administered; Quintessence shall send the hard copy originals of the exams to Wright State upon written request.
h. Except as described in Section 3, below, Quintessence is solely responsible for all costs associated with carrying out its responsibilities under this Agreement, including but not limited to the costs of duplicating and distributing the course materials, of conducting and proctoring any required examinations, and of transmitting the completed exams to Wright State for evaluation.

3. Marketing Costs: Quintessence and Wright State shall share the cost of marketing the distance learning programs. Each party shall contribute equally to cover marketing expenses, though neither party, individually, shall be required to contribute more than Two-Thousand Five-Hundred U.S. Dollars (US$2,500.00) for marketing in any academic year. Wright State shall not be liable for any marketing expenses for which its approval was not first sought and obtained.

4. Admission and Evaluation of Students: Wright State shall make all decisions regarding the admission of students, evaluation of student course work, and degree certification.

5. Enrollment Goal: The parties agree that the enrollment goal for each academic quarter is 40 Units. For purposes of this Agreement, a “Unit” is defined as a single enrollment in a 4 or 5 credit hour class. A Unit cannot be created by combining enrollments in smaller credit hour courses; the enrollment of two students in a single 2 credit hour course does not equal a Unit. A particular student can count as more than one Unit, provided he or she is enrolled in more than one 4 or 5 credit hour class.

6. Fee Structure for Distance Learning Programs: The total enrollment fee for each class offered through this program is comprised of two elements. The first, designated as the Wright State Fee, is the enrollment fee charged by Wright State for the particular class. The second, designated as the Service Provider Fee, is the fee charged for operation of the distance learning program. Quintessence is responsible for collecting all fees from students.

   a. The Wright State Fee will be collected from the student in U.S. dollars, and shall be made directly payable to Wright State.

   b. The Service Provider Fee will be collected from the student in Indian Rupees. Under certain circumstances, as detailed below, Quintessence shall be entitled to retain the entirety of the Service Provider Fee; under others, a portion of the fee will be set aside in a separate account to be spent on marketing, enhancing services, and expansion of Wright State’s offerings (hereinafter, the “Marketing Account”). Residual funds from the Marketing Account will be remitted by Quintessence to Wright State on an annual basis or, at Wright State’s discretion, spent on approved marketing efforts in the following year. Any funds from enrollment fees paid into the Marketing Account do not count toward either party’s obligation to pay marketing expenses as set forth in Section 3 of this Agreement.

   c. Initial Fees: The parties agree on the following fee structure for the different types of classes to be offered through the distance learning program.

      1. For non-lab-intensive classes with proctored exams, the Wright State Fee shall be One-Thousand Eighty-Four U.S. Dollars (US $1084.00) per class, and the Service Provider Fee will be Seventeen-Thousand Four Hundred Indian Rupees (INR 17,400.00) per class. This fee
structure assumes a class equivalent to a 4 credit hour class. If a class is more or less than 4 credit hours, the Wright State Fee and Service Provider Fee shall be adjusted proportionately. For the first forty (40) Units enrolled in a particular academic quarter, Quintessence’s share of the Service Provider Fee for classes that fall under this category is Seventeen-Thousand Four-Hundred Indian Rupees (INR 17,400.00) per Unit, plus any adjustments it is entitled to under Section 6(d) (2) below. For any Units in excess of 40 enrolled in a particular academic quarter, Quintessence’s share of the Service Provider Fee for those Units is Fifteen-Thousand One-Hundred Forty-Eight Indian Rupees (INR 15,138.00) per Unit, plus any adjustments it is entitled to under Section 6(d)(2) below. The remaining Two-Thousand Two-Hundred Sixty-Two Indian Rupees (INR 2,262.00) per Unit shall be paid into the Marketing Account. For purposes of determining whether a Unit is within the first 40 Units in a quarter, all Units representing enrollments in non-lab-intensive classes with proctored exams shall be counted before any enrollments in other types of classes.

2. For non-lab-intensive classes that have lectures but do not require any proctoring of exams (i.e., all exams are take home, open-book, open-notes type), the Wright State Fee shall be One-Thousand Eighty-Four U.S. Dollars (US$1084.00) per class, and the Service Provider Fee will be Eight-Thousand Seven-Hundred Indian Rupees (INR 8,700.00) per class. This fee structure assumes a class equivalent to a 4 credit hour class. If a class is more or less than 4 credit hours, the Wright State Fee and Service Provider Fee shall be adjusted proportionately. Quintessence’s share of the Service Provider Fee for classes that fall under this category is Eight-Thousand Seven-Hundred Indian Rupees (INR 8,700.00), plus any adjustments it is entitled to under Section 6(d)(2) below.

3. For non-lab-intensive independent study classes that require no lectures or proctoring of exams by the service provider throughout the quarter, the Wright State Fee shall be One-Thousand Three-Hundred Fifty-Five U.S. Dollars (US$1355.00) per class, and the Service Provider Fee will be Two-Thousand Seventy-Five Indian Rupees (INR 2,175.00) per class. This fee structure assumes a class equivalent to a 5 credit hour class. If a class is more or less than 5 credit hours, the Wright State Fee and Service Provider Fee shall be adjusted proportionately. Quintessence’s share of the Service Provider Fee for classes that fall under this category is Two-Thousand One-Hundred Seventy-Five Indian Rupees (INR 2,175.00), plus any adjustments it is entitled to under Section 6(d)(2) below.

d. Annual Changes To Fees: The initial fees set forth above are subject to annual modification as follows:

1. Wright State may, in its discretion, modify the Wright State Fee for any or all classes on an annual basis. Any changes initiated by Wright State will affect the total enrollment fee for a particular class, but will not have any effect on the Service Provider Fee.

2. The Service Provider Fee will be adjusted on an annual basis in an amount equal to the Indian Inflation Rate for the preceding twelve (12) months, as determined by the Indian WPI. This adjustment will also affect the total enrollment fee for a particular class, but
will not have any effect on the Wright State Fee. Provided that the enrollment goal of 40 Units per academic quarter was made in either the Fall, Winter or Spring quarter of the preceding academic year, the increase to the Service Provider Fee for the year is payable to Quintessence. If the enrollment goal was not met in at least one of these academic quarters of the preceding academic year, the additional funds collected from the students shall be paid into the Marketing Account. Once the adjustment for a particular year is designated as being payable to either Quintessence or the Marketing Account, the increase from that year will thereafter be payable to that same, regardless of whether the enrollment goal is met in future years.

3. Any adjustments to the enrollment fees, including the automatic adjustments to the fees described in Section 6(d)(2), shall be memorialized in writing by Wright State. The document shall set forth the applicable Wright State Fee and Service Provider Fee for each of the three types of classes described above, and shall also indicate what portion of the Service Provider Fee for each type of class is payable to Quintessence and to the Marketing Account. A copy of the new fee structure shall be provided to both parties and appended hereto.

7. Scholarships: For a limited number of high performing students, Wright State shall provide a tuition scholarship upon completion of nine (9) regular classes to facilitate marketing of the program and to recruit high-quality students. The decision to award scholarships and the number of students to whom the scholarships are awarded are entirely within Wright State’s discretion. If students who are awarded scholarships continue to study and complete the program in India, Quintessence agrees to waive its portion of the enrollment fee for these students for the remaining two (2) classes necessary to complete the program.

8. Content of Distance Learning Programs: Wright State shall provide all content for the courses involved in the educational program. Typically, course content shall take the form of a series of recorded class lectures.

   a. Wright State will provide the recorded content of the courses to Quintessence in a digitally downloadable file format. Wright State shall use its best efforts to send the content to Quintessence within two (2) working days of the date it is recorded.

   b. Quintessence shall make multi-media copies of each recorded class session on VCD, and distribute a copy of the VCD to each student enrolled in the class. Quintessence shall distribute the VCDs to the students via courier so that the students receive the class materials within two (2) working days of Quintessence’s receipt of the original recorded content. Should Wright State learn that the quality of any VCD received by a student enrolled by the program is defective or of unacceptable quality, Quintessence shall send a good quality replacement VCD to the student via courier within 24 hours of a written or e-mailed request from Wright State.

   c. Quintessence shall ensure that all VCDs, and the packaging therefore, bear a copyright notice as provided for that recording by Wright State, as well as all other notices required by Indian law.
d. Quintessence shall be responsible for collecting the VCDs from students upon completion of the academic quarter. Quintessence must report to Wright State the names of any students who did not return all VCDs.

e. Quintessence agrees that all course content is intellectual property owned by or licensed to Wright State, and that it has no ownership interest in the course content or any copyrights or other intellectual property rights in the materials supplied by Wright State. Quintessence will reproduce the course content solely for the purposes of dissemination of the content to the students enrolled in Wright State’s distance education program. Quintessence shall not otherwise reproduce, distribute, modify, display or use the materials supplied by Wright State, or take any other actions inconsistent with Wright State’s ownership of such materials or with the ownership interests of third parties who have licensed the materials to Wright State. Upon termination of this Agreement, Quintessence agrees to destroy all copies of the course content and other materials supplied by Wright State in its possession, and agrees not to use the materials thereafter in any form for any purpose.

9. Exclusivity: Quintessence agrees that, for as long as this Agreement remains in effect, it shall not offer similar services to another educational institution without first obtaining written consent from Wright State.

10. Term and Renewal: The earliest planned start date of the educational offerings is Fall 2005 and the latest planned start date is Fall 2006. This Agreement shall remain in effect from the date it is entered into until three (3) years after the date of the first course offering. Wright State shall have the option to renew the Agreement for subsequent one (1) year periods, based on Quintessence’s performance, the viability of the market, and the feasibility of course offerings. If Wright State elects to renew the Agreement, it shall provide Quintessence with written notice of its intention to do so no later than April 1 of the year in which the Agreement is due for renewal.

11. Termination: Wright State may terminate this Agreement by providing Quintessence with written notice of termination upon Quintessence’s failure to cure any breach or default under this Agreement within thirty (30) days after receiving written notice thereof from Wright State. Wright State may also terminate this Agreement for any reason by providing Quintessence with written notice of termination, with such termination to be effective at the end of the first full academic quarter following the effective date of the notice of termination. Should Wright State terminate the contract for a reason other than breach or default, Wright State will refund approved marketing expenses incurred by Quintessence over the preceding academic year. This amount shall not exceed Two- Thousand Five-Hundred U.S. Dollars (US$2,500.00).

12. Relationship Between the Parties: This agreement does not constitute appointment of Quintessence as an agent or legal representative of Wright State. Quintessence acknowledges that it is an independent contractor and that it is not granted any right or authority to assume or create any obligation or responsibility, whether express or implied, on behalf of Wright State. Quintessence further acknowledges that it is without authority or power to bind Wright State in any manner whatsoever except as expressly provided herein or as may be subsequently authorized in writing by Wright State.
13. Warranty and Indemnification: Quintessence warrants that it has the power and authority to enter into this Agreement, to be bound by its terms and conditions, and to carry out its obligations pursuant hereto. Neither the execution of this Agreement or the performance of any obligations required hereunder will conflict with or result in a violation of any other agreement or legal obligation on the part of Quintessence, or constitute a violation of any law or regulation governing Quintessence’s business. Quintessence agrees to indemnify and hold harmless Wright State from and against any and all losses, liabilities, expenses, claims, liens or other obligations whatsoever, including attorney fees, which may be payable by virtue of or result from the breach of any warranty made in this Agreement. Similarly, Wright State agrees, to the extent permitted under Ohio law, to indemnify and hold harmless Quintessence from and against all losses, liabilities, expenses, claims, liens or other obligations whatsoever, including attorney fees, which may be payable by virtue of or result from the breach of any warranty made in this Agreement.

Further, Wright State assumes no liability to Quintessence or to third parties with respect to the performance characteristics of the services rendered by Quintessence under this Agreement. Quintessence shall, at all times during the term of this Agreement and thereafter, indemnify, defend and hold Wright State harmless against all claims, proceedings, demands and liabilities of any kind whatsoever, including legal expenses and reasonable attorney fees, including but not limited to the infringement of any intellectual property right, that result from the acts or omissions of Quintessence or its employees, representatives or agents in the performance of its duties under this Agreement. Similarly, Quintessence assumes no liability to Wright State or to third parties including students with respect to the performance characteristics of the education program by Wright State under this Agreement. Wright State shall, at all times during the term of this Agreement and thereafter, to the extent permitted under Ohio law, indemnify, defend and hold Quintessence harmless against all claims, proceedings, demands and liabilities of any kind whatsoever, including legal expenses and reasonable attorney fees, including but not limited to the infringement of any intellectual property right, that result from the acts or omissions of Wright State or its employees, representatives or agents in the performance of its duties under this Agreement.

14. Use of University Name, Trademarks and Service Marks: It is anticipated that Quintessence shall use Wright State’s name, trademarks and service marks in connection with its obligations under this Agreement. Wright State trademarks and service marks that are appropriate for use in connection with its distance education programs are listed in Schedule A, attached hereto and made a part hereof. Wright State reserves the right to modify this list from time to time, and shall provide Quintessence with written notice of any changes to the list of appropriate marks. Regardless of whether a mark appears on this list, however, Quintessence shall not make any use of Wright State’s name or marks without the prior written approval of Wright State. Prior to using Wright State’s name or marks in or on any printed or electronic materials, Quintessence shall furnish Wright State with a sample of the proposed use for approval by and written consent from Wright State.
Quintessence agrees that its use of Wright State’s name and marks shall inure solely to the benefit of Wright State, and that it shall not challenge Wright State’s ownership of any of its trademarks or service marks. In addition, Quintessence agrees that it shall not register any domain names that incorporate Wright State’s name or any of its trademarks or service marks, and that it shall not attempt to register Wright State’s name or any of its trademarks or service marks either in India or any other country. Finally, Quintessence agrees that it shall cooperate in the prosecution and maintenance of any registration of Wright State’s trademarks and service marks in India, including but not limited to cooperating in the filing of any necessary affidavits, declarations and applications, and providing proof of use of the trademark’s upon Wright State’s reasonable request.

15. Assignment: Quintessence shall not assign or transfer this Agreement or any rights it possesses under this Agreement without the prior written consent of Wright State.

16. Notices:

a. All notices and communications due under this Agreement (excepting remittances and communications authorized to be sent via electronic mail) shall be sent by facsimile transmission, confirmed within three (3) days by first-class mail, postage prepaid, addressed as set forth below:

   **If to Wright State:**
   Wright State University
   Colonel Glenn Highway
   Dayton, Ohio 45435
   U.S.A.
   Attn: Ryan D. Fendley, Director of Distance Education, College of Engineering and Computer Science
   Fax Number: 937-775-7364

   **If to Quintessence:**
   Quintessence Education & Services Private Limited
   592, 10th Cross, J.P. Nagar
   III Phase
   Bangalore 560 078 India
   Attn: Sankar Sadasivam, President
   Fax Number: 91-80-26596307

Each party hereto may, from time to time, notify the other of a different address and fax number to which all notices, reports, communications or remittances shall thereafter be addressed. Notice shall be deemed to have been given as of the date the notice is faxed.

b. All remittances due Wright State under this Agreement shall be sent by first-class mail, postage prepaid, addressed as set forth below:
Wright State University  
Colonel Glenn Highway  
Dayton, Ohio 45435  
U.S.A.  
Attn: Office of the Bursar  
Remittances are not considered made until received by Wright State.

c. All communications authorized under this Agreement to be sent via electronic mail shall be addressed as follows:  
   **If to Wright State:**  
   ryan.fendley@wright.edu

   **If to Quintessence:**  
   qesIndia@yahoo.com

17. **Governing Law and Jurisdiction:**  
   This Agreement shall be governed as to the formation, interpretation, and validity thereof by the laws of the State of Ohio, without regard to the principles of conflicts of laws. Any action brought in connection with this Agreement shall be brought in the courts of the State of Ohio or the Federal District Court for the Southern District of Ohio and the parties hereby irrevocably consent to the jurisdiction of such courts.

18. **Waiver:**  
   Any party’s waiver of a right under this Agreement with respect to a particular action or failure to act by another party to this Agreement shall not constitute a waiver of that right with respect to other similar actions or failures to act, nor shall it constitute a waiver of any other rights under this Agreement.

19. **Severability:**  
   If any provision of this Agreement is determined to be invalid or unenforceable for any reason whatsoever, the remainder of this Agreement shall be enforced to the extent possible, and the offending provision shall be treated as though not a part of this Agreement.

20. **Entire Agreement:**  
   This Agreement shall inure to the benefit of, and be binding upon the parties hereto, their successors and assigns. This Agreement sets forth the entire agreement and understanding between the parties hereto with respect to the subject matter hereof, and supersedes all previous agreements, negotiations, commitments, and writings, if any, between the parties hereto relating thereto. This Agreement may not be changed except by an amendment in writing subsequent to the date hereof and signed by a duly authorized officer or representative of the parties hereto to be bound thereby.
IN WITNESS WHEREOF, the parties hereto duly execute this Agreement.

SIGNED AND ACKNOWLEDGED BY:

WRIGHT STATE UNIVERSITY QUINTESSENCE EDUCATION & SERVICES PRIVATE LIMITED

Name: ____________________________  Name: ____________________________
Title: ____________________________  Title: ____________________________
Date: ____________________________  Date: ____________________________

SCHEDULE A

WRIGHT STATE

WRIGHT STATE UNIVERSITY