Wright State University
Affordability and Efficiency Report
May 20, 2016

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Introduction

In 2015, Gov. John R. Kasich created the Ohio Task Force on Affordability and Efficiency to make recommendations to Ohio's institutions of higher education based on three simultaneous principles 1) to be more efficient both in expense management and revenue generation 2) while offering an education of equal or higher quality and 3) decreasing costs to students and their families. In October, 2015, the Task Force issued a report with ten recommendations to advise institutions on efficiency and academic practices which will improve both the quality of education and lower costs for students.

House Bill 64 (Section 369.550), signed into law on June 30, 2015, requires each institution's board of trustees to complete an efficiency review, based on the Task Force's recommendations, by July 1, 2016, and submit their findings and implementation plans to the chancellor within 30 days, or by August 1, 2016.

To develop the report, Wright State established a committee to review the Ohio Task Force on Affordability and Efficiency recommendations and produce a report following the template provided by the Ohio Department of Higher Education.   The task force included representatives from the Provost's Office, the Bursar, Human Resources, Purchasing, Facilities Management and Services, Computing and Telecommunications, Student Affairs, Business and Fiscal Affairs, the Faculty Senate, and Student Government.

The recommendations and Wright State committee responses were categorized in the four sections defined in the template:

- **Section 1: Efficiencies –** The first section captures practices likely to yield significant savings for institutions that can then be passed on to students. This includes Procurement, Administrative and Operational, and Energy.
- **Section 2: Academic Practices –** This section covers areas such as textbooks, time to degree incentives, and academic course and program reviews. While improvements to academic processes and policies may not convey immediate cost savings, there will likely be tangible benefits that improve the quality of education for students.
- **Section 3: Policy Reforms** – This section captures additional policy reforms recommended by the Task Force.
- **Section 4: Cost Savings, Redeployment of Savings & Tangible Benefits to Students –** The last section will ask institutions to provide, if applicable, cost savings to the institution in actual dollars saved for each of the recommendations. Furthermore, the institution must advise if the institutional savings has been redeployed as a cost savings to students or offered a benefit to the quality of education for students.

The Wright State University Board of Trustees submit the following report outlining Wright State University's previous accomplishments, current projects, and recommendations for future actions in the four areas covered in the Affordability and Efficiency task force report.

Section I: Efficiency Practices
Procurement

Recommendation 3A | Campus contracts: Each institution must require that its employees use existing contracts for purchasing goods and services, starting with the areas with the largest opportunities for savings.

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

Wright State does not currently require the use of existing contracts but strongly encourages it.

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

Wright State is eager to implement this recommendation and offers the following as our action plan.

Wright State University will implement this recommendation by utilizing the following methods:
- Updating the Procurement website with information and links to University-wide contracts, IUC Agreements, State of Ohio Agreements, E & I Agreements, GSA Agreements and other applicable pre-negotiated agreements available for our use.
- Educating the campus community of the expectation by way of:
    o Informational Sessions
    o Training Sessions (regularly recurring)
    o Departmental Lunch and Learns
    o Develop a Procurement Guidebook
- Creating an environment of compliance by way of:
    o Revision of the Procurement policy
    o Creation of a Board Resolution
    o Regular (at a minimum quarterly) reporting of 'unauthorized' purchases' to the Administration and the BOT
- Reinforce the expectation by way of:
    o Annual Business Reviews by org/dept. highlighting the following:
        ▪ Analysis of contract spend
        ▪ Identifying missed opportunities for contract spend
        ▪ Identifying best practices for categories of spend

Purchases from vendors outside of those with preapproved contracts may be approved by the Executive Director of Business Services Administration (or their designee) in the case that the material is not available from an approved vendor or when purchasing from a non-approved vendor will result in significant savings to the University.

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

Contract Type	Is the institution participating in joint contracts? [yes, no, plan to]	Include additional explanation here if needed. If the institution chooses not to participate, please explain why.
Copier/print er services	Yes	Wright State is a member of a Shared Services Consortium with Clark State, Central State, and Sinclair Community College
Computer hardware	Yes	Pomeroy IT Solutions
Travel services	Plan to	The IUC-PG has suggested the following approach to this recommendation: *Phase I*: for those schools who do not currently have a travel management company (TMC), by September 2016, members should select a firm that is currently on contract, and work within their institutions to have a program in place by January 2017. *Phase II*: by June 2017, begin extracting collective data from all travel firms on travel usage (carriers, hotels, charters, etc.). *Phase III:* by January 2018, conduct an IUC-PG competitive event for a sole Provider
Outbound shipping	Yes	Federal Express
Scientific supplies & equipment	Plan to	The Ohio State University in collaboration with the other IUC-PG institutions is taking the lead on sourcing in this category. Wright State has provided our usage/expense data to OSU and remain engaged in the process.
Office supplies & equipment	Yes	Office Depot/Max

Assets and **Operations**

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

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

Wright State is reviewing the use of all its non-core assets, primarily real property, relative to their current uses and alternative uses with the priorities of the University as the primary consideration in this assessment. Where attractive alternatives exist, the University will determine where selling, leasing, or repurposing these assets in lieu of their current use would be beneficial to the University, both financially and programmatically. Where appropriate, collaborations on joint opportunities with other universities will be initiated. The University has initially identified several possibilities in this regard.

4B Operations review: Each institution must conduct an assessment of non-academic operations that might be run more efficiently by a regional cooperative, private operator or other entity. These opportunities must then be evaluated to determine whether collaboration across institutions would increase efficiencies, improve service or otherwise add value.

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

Wright State engaged KPMG to assist with the initial review of non-academic operations for potential opportunities for greater efficiencies, and/or additional revenue. The University's task force is recommending that it be involved in continuing assessment and evaluation of possible future implementation plans of the following opportunities:

1. **Parking**
2. **Naming Rights**
3. **Student Housing**
4. **Vehicle Fleet**
5. **Child Care Development Center (potential to collaborate with Sinclair Community College)**
6. **Arena Event Parking (Pricing Structure)**
7. **Real Estate – Leasing/Disposition**
8. **Vendor Managed Inventory Process**
9. **University operated Amazon package center/retail outlet (non-textbooks)**

Evaluation of several of the opportunities identified by KPMG were already in progress by Wright State University (specifically, renegotiating the student housing contract, developing shared services contract for child care development centers, and real estate leasing/disposition). KPMG is being asked for additional information regarding four opportunities, parking, naming rights, arena event parking, and vehicle fleet, and may be retained for a Phase II evaluation of those areas.

The University is exploring possible opportunities associated with an Amazon package center/retail outlet and will continue to investigate that opportunity. In the previous fiscal year, the University made over 10,000 purchases through Amazon – entering into a relationship with Amazon could make it significantly easier to track such purchases as well as to negotiate a discounted rate. KPMG has identified three other universities (UC Davis, Purdue, and UMass Amherst) that have Amazon pick-up centers on

their campuses where students, faculty and staff benefit from free, expedited delivery as well as discounts of as much as 5% on purchases. Such an arrangement at Wright State might also translate into a reduction of inventory/warehousing of materials and supplies which could be obtained at a reduced rate on a just-in-time basis.

4C Affinity partnerships and sponsorships: Institutions must, on determining assets and operations that are to be retained, evaluate opportunities or affinity relationships and sponsorships that can support students, faculty and staff. Colleges and universities can use these types of partnerships to generate new resources by identifying "win-win" opportunities with private entities that are interested in connecting with students, faculty, staff, alumni or other members of their communities.

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

Wright State is in conversation with Sinclair Community College in regard to the opportunity available to collaborate in the competitive process to identify a partner to operate the Child Care Development Centers on our respective campuses.

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

Please identify partnerships and sponsorships in effect for FY2016 (these programs directly benefit students; many others are in place with indirect benefits to students):

Partnerships/Sponsorships	Description
Wright-Patt Credit Union	Banking Services and loan services to students
Student Legal Services, Inc.	Legal Services to students for a nominal semester fee
Pepsi	Beverage Services – Scholarships and programmatic support to students

Administrative

Recommendation 5 | Administrative cost reforms

5A Cost diagnostic: Each institution must produce a diagnostic to identify its cost drivers, along with priority areas that offer the best opportunities for efficiencies. This diagnostic must identify, over at least a 10-year period:
- Key drivers of costs and revenue by administrative function and academic program;
- Distribution of employee costs — both among types of compensation and among units;
- Revenue sources connected to cost increases — whether students are paying for these through tuition and fees, or whether they are externally funded;

- Span of control for managers across the institution — how many employees managers typically oversee, by the manager's function; and
- Priority steps that would reduce overhead while maintaining quality — which recommendations would have the most benefit?

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

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

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

A Dashboard diagnostic template is in the process of being developed. All functional categories of expense will be evaluated connecting them to the key drivers. These include at a macro level Instructional costs, Research costs and Institutional support costs. The university has historical data developed that will allow for comparative year by year analysis of academic cost by department and college. Other metrics are being developed through use of peer and state data for non-academic administrative cost such as Institutional Support. From analysis of these data sets benchmark metrics will be established that will drive decision making accordingly to effectively keep cost normalized.

Analysis has been initiated reviewing all aspects of salaries and total compensation costs. This data too will be incorporated into the ten year dashboard. Items developed and tracked include a full staffing analysis of all permanently funded positions as well as one time funds expended annually. The data development is by unit and will allow for the creation of applicable metrics for decision making.

Comparative analysis of revenue by type is available and being compared to functional expense. Metrics for comparison to peer models is not yet developed but will be developed into the Dashboard. Once the Dashboard data providing the revenue source has been populated applicable metrics will be identified.

It's recognized that approximately 70% of a university's cost is driven by personnel compensation. A full review of the personnel cost both in aggregate and by unit and function is being developed to analyze the key metrics allowing for decision support of changes to optimize financial efficiency.

The ultimate goal of the dashboard report will be to determine the associated cost and financial efficiency of the university. While the dashboard may provide insight into the successes and failures of prior decisions it is intended to drive new decisions with respect to the best investment of university resources while mitigating the student expense impact.

Data development and reports currently assembled include currently the following internal and external reports:

-ODHE Resources Analysis
-Wright State Academic Data Series
-Wright State Staffing Analysis Report
-Wright State Academic Unit Revenue Expenditure Analysis
-ODHE Basic Data Series
-Senate Bill 6 Report
-National IPEDS Survey

-Wright State Space Utilization Report
-Wright State Financial Policy and associated metrics
-Wright State Moody's Report

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

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

Wright State University received a set of administrative productivity metrics from the Ohio Department of Higher Education on April 29, 2016. The institution and the Task Force have begun an evaluation of the metrics and the means by which they were calculated so as to be able to better determine if there are opportunities to increase administrative efficiency and productivity.

The data used by ODHE to generate the four administrative productivity ratios were derived from information submitted by Wright State to the Higher Education Information (HEI) system. HEI is a comprehensive relational database that includes student enrollment, course, financial aid, personnel, facilities, and finance data submitted by all of Ohio's colleges and universities. These data have been used for a variety of purposes that include reporting on higher education outcomes, funding formula and financial aid program support, policy analysis, and strategic planning. The "All Employee" (AM) part of the HEI report contains one record for each person who was employed on November 1 of each fiscal year. Individuals included in the AM file are: staff who are on sabbatical leave, staff whose primary responsibility is instruction/research/public service, visiting staff whose primary responsibility is instruction/research/public service, adjunct staff whose primary responsibility is instruction/research/public service, and staff in Workforce Development and Adult Basic Education.

Wright State personnel have looked closely at each of the positions in the institution's AM file that would have been counted as administrators for ODHE's new administrative productivity metric. A total of 1,237 positions (with annualized salaries at November 1, 2015 of $64,260,983) were identified in this way. Of those positions, 204 (with annualized salaries of $14,846,974) have been identified that should not have been listed in a way that caused them to be considered to be administrators using the ODHE's definitions. For instance, 169 of those 204 positions were associated with a "Ledger 6 Fund" meaning that they are associated with contracts and/or grants; 12 of these 169 individuals are affiliated with the Ohio Department of Higher Education Articulation and Transfer Office and administered by Wright State as a courtesy to ODHE.

The University's analyses of its own AM filing in light of the ODHE's definitions of administrators and the new administrative productivity metric are on-going and, once completed, will be vetted with ODHE for future use. Given that the base numbers used by ODHE in calculating a set of administrative productivity metrics are at least 16% too high for position-count and at least 23% too high for position-salary, attention will need to be paid to what positions are included in the AM file that Wright State submits to ODHE in the future. Once this is complete, more accurate analyses of administrative productivity can be performed utilizing an improved productivity measure.

The University had independently begun a review of all administrative positions (thus far, any position with "Chair," "Dean," "Vice President," "Provost" or "President" in its title) to assess their alignment with

the priorities of the University. There is an expectation that administrative positions may be consolidated or eliminated during the course of the upcoming fiscal year.

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

The central administration has not implemented or considered utilizing Lean Six Sigma methodology.

5C Organizational structure: Each institution should, as part or as a consequence of its cost diagnostic, review its organizational structure in line with best practices to identify opportunities to streamline and reduce costs. The institutional reviews also should consider shared business services — among units or between institutions, when appropriate — for fiscal services, human resources and information technology.

Has the institution reviewed its organizational structure? If yes, please provide an overview of the process used and the key outcomes.

Wright State has implemented a significant re-organization of its central administration in fiscal year 2015-2016. Previously, the institution's Provost served as both the Chief Operating Officer (COO) and Chief Academic Officer (CAO). After re-organizing, the institution's President now serves as both Chief Executive Officer (CEO) and as COO with the Provost designated as CAO and also serving as Vice President for Curriculum and Instruction (a net reduction of one cabinet-level position). Savings associated with this reorganization helped offset costs associated with a significant augmentation of the University's Legal Counsel to help the institution better address increasing compliance matters.

The University also implemented a centralized process of reviewing all vacated positions for strategic need in 2015-2016. This strategic hiring process calls for a more critical analysis and elevated submission and review standards by which positions are considered for re-filling. This has allowed the University to slow down its rate of new hires and reduce its overall workforce as it better aligns its personnel to its strategic and programmatic needs. This process will be continued into the foreseeable future.

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

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

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

In 2014, Wright State introduced two new PPO Plans for Staff and Non-Bargaining Faculty and terminated the HMO and PPO plan that had existed for the prior 15 to 20 years. In 2015, the 2014 actions applied to AAUP Faculty (with an increase in out-of-pocket maximums to reflect Affordable Care Act regulations). In 2016, two PPO plans for Staff and Non-Bargaining Faculty were changed. Employee contributions for total costs have been steadily increasing from 13.5% in 2010 to 15.9% in 2016 (with a goal of eventually reaching 20%).

Wright State actively participates in the IUC Benefits Manager and HR Director committees which share best practices and provide feedback on all HR matters.

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

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

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

Wright State has not implemented this recommendation. Moving the Wright State data center to the S0CC would add both one-time and continuing expenses to Wright State as described below.

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

Wright State has a recently upgraded datacenter and does not anticipate any large capital expenses for data recovery centers in the near future. The Wright State data center currently hosts 17 institutions, primarily as a disaster recovery location. When doing the analysis for costs to run the datacenter (including the revenue created by our hosting services), it would cost Wright State an additional annual $250,000 to $400,000 to move to the SOCC. Given this current situation, it would not be prudent for us to move to the SOCC.

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

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

Wright State University utilizes an Archibus software database to maintain an inventory all physical spaces on campus. Codes are assigned to each space. For example, different codes are used for offices, classrooms, laboratories, common areas etc. These spaces are assigned at the College/School or major departmental unit level. The data can be used in any number of ways, and sorted and tracked by building, by type of space, or by ownership. The database is also cross linked with the university's AutoCad floorplans so the information can be portrayed graphically.

The university is in the midst of a multi-year roll out of a responsibility centered management

(RCM) budgeting methodology.   The Archibus database described above will play a key role in determining the best use of space and to optimize the use of same through the RCM model. Under RCM, responsibility centers (such as a college) will have to pay a dollar amount for the space allocated to them as tracked through the Archibus database.   Since responsibility centers have a financial stake in the space allocated to them it is naturally be in their best interest to optimize it fully or let it be allocated elsewhere. This serves to not only optimize space but to alleviate the need to build or lease new space. A physical survey of all main campus spaces by personnel from the University's Facilities Management and Services in the Archibus inventory revealed an occupancy rate of over 97%.

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

Wright State's space utilization study and a vacancy report is available at the Facilities, Management and Services Office.

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

Energy

Energy Efficiencies seek to refine sustainable methods utilized by institutions to procure and use energy (resulting in more efficient use of energy), including, but not limited to lighting systems, heating & cooling systems, electricity, natural gas, and utility monitoring.

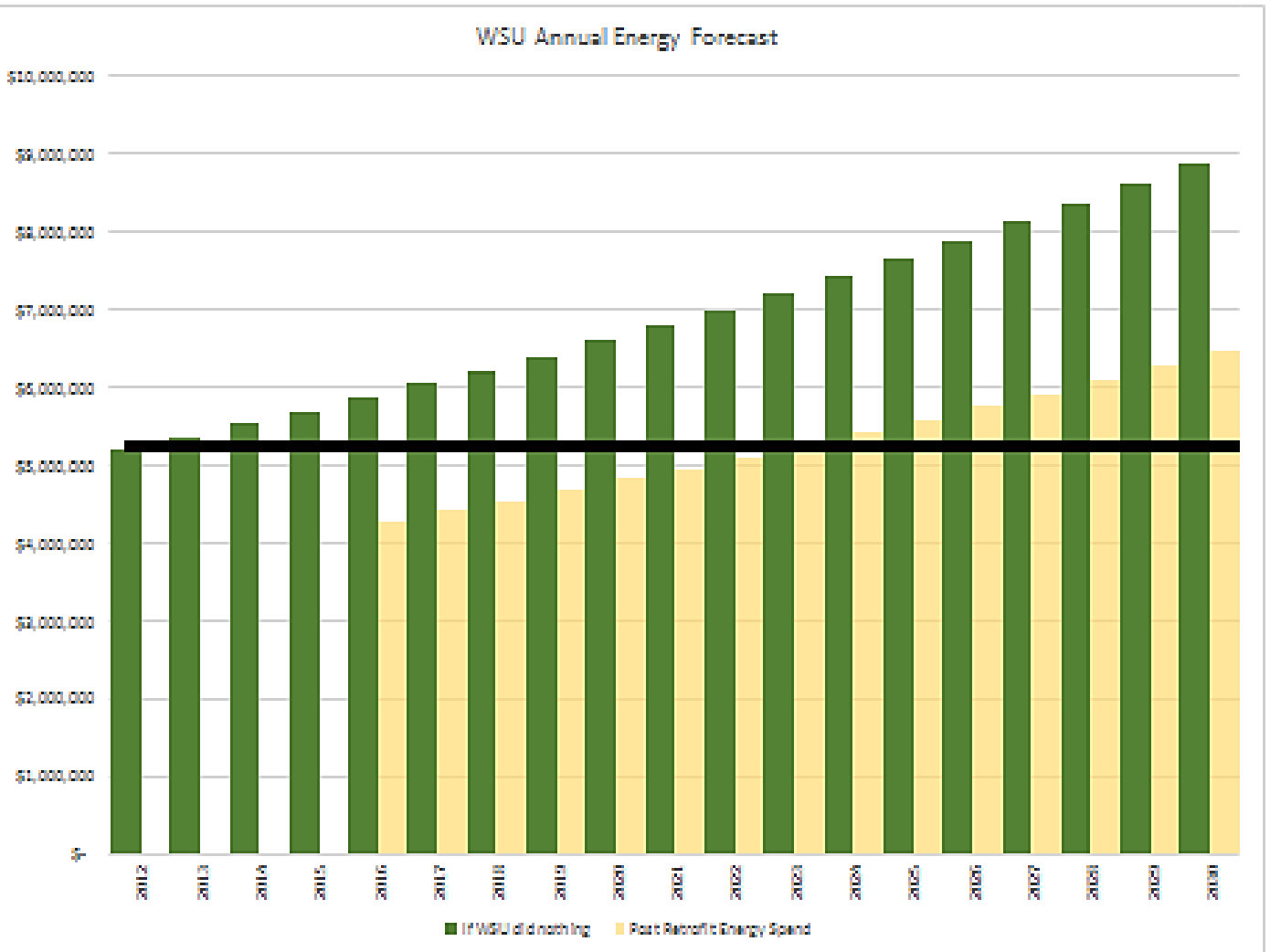**What energy efficiency projects has the institution implemented or enhanced within fiscal year 2016?**

Wright State University issued an RFP in July 2012 that invited any interested energy services companies (ESCO's) to consider projects for the campus that would be self-funded under the provisions of Ohio Revised Code 3345:61-66, commonly referred to as "Ohio House Bill 7". The submission deadline was Nov. 16, 2012.

After an extensive review process of the four proposals received from ESCO's, the University selected ABM Building Solutions Inc., Dayton Ohio, to implement this project. Major energy conservation measures (ECM's) in the project included the following major components:

- Comprehensive exterior lighting replacement
- Consolidation of chiller and boiler plants leading to a direct reduction of over 25 major pieces of HVAC equipment
- Lighting occupancy controls in over 2200 offices, classrooms and laboratories
- Utility metering and building automation upgrades and integration
- Continuous retro-commissioning
- Mechanical equipment and ventilation control upgrades

Work took place from 2013 through the summer of 2015. The first measurement and verification year runs from July 1, 2015 through June 30, 2016. This project has and will continue to save millions of dollars in energy compared to FY2012 as the baseline (2012 baseline energy use = $5,210,369; anticipated post-retrofit use = $3,654,881; projected 2015-2106 use = $4,072,000) – see energy forecast graph. Between this phase and the phase I project, Wright State has exceeded their HB 251 energy savings goals as set forth by the Ohio Department of Higher Education.

The University, through the Ohio Air Quality Development Authority, funded the program utilizing the American Recovery and Reinvestment Act's Qualified Energy Conservation Bond (QECB) program administered by OAQDA. $25.3 million in Ohio Air Quality Development Revenue Bonds were issued. Under the financing package, two Air Quality Development Bonds were issued simultaneously, as Series A federally tax-exempt and Series B QECB-federal tax-credit bonds.

Section II: Academic Practices

Recommendation 6 | Textbook Affordability

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

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

Wright State University has not assigned professional negotiators to help faculty obtain the best deals for students on textbooks and instructional materials.

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

The Barnes and Noble Textbook Management tool Faculty Enlight provides faculty with comprehensive data regarding cost and quality for each ISBN available for use. The cost to the student of the adopted textbook is available to faculty prior to adopting. The price categories of New, Used, Rental, and eBook (when available) are visible in the tool.

Currently, faculty can only designate textbooks for their courses as "required" or "recommended." The inclusion of a third option of "optional" (or as a substitute for "recommended") is being explored and could result in significant savings to our student population.

Similarly, members of the University's Task Force on Affordability and Efficiency are engaging in discussions with publisher representatives about the establishment of limited used licenses (administered through the University Library) for eBook versions of textbooks for high-volume, high-cost courses.

6B Standardize materials: Institutions must encourage departments to choose common materials, including digital elements, for courses that serve a large enrollment of students.

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

Wright State encourages faculty at the department-level to choose common materials for courses that serve a large enrollment of students. Most large, gateway course book selection is done by faculty committees selecting the text for all sections of the course.

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

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

Please explain your efforts to develop digital tools and materials.

CORE Scholar is Wright State's institutional repository managed by the University Libraries. The repository is hosted on bepress™'s Digital Commons platform. The institutional repository collects and makes available the scholarly output of Wright State faculty, staff, and students as well as local, regional, and Wright State cultural heritage material. Content in CORE Scholar is openly available to researchers worldwide, including Wright State students.   CORE Scholar provides an array of tools to display open access materials. These tools include departmental pages, hosted open-access journals, collected conferences/events proceedings, textbooks/monographs, and faculty and staff research profile pages called SelectedWorks.

The tools available in CORE Scholar allow for the hosting of a wide variety of content including open educational resources. Some examples of these types of works are syllabi from the College of Engineering and Computer Science, Physics lectures, and curricula from an English course.

Materials in CORE Scholar are also made available through the Digital Commons Network. This Network brings together articles, book chapters, conference proceedings, syllabi, textbooks, and other open educational resources from all Digital Commons subscribers.   An aggregation of these collections into one open access portal for colleges and universities in the state of Ohio is available via the Ohio Research Commons. More specifically, open educational resources, are made available through the Digital Commons' Teaching Commons. This Commons brings together high-quality open access textbooks, course materials, lesson plans, and more.

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

Recommendation 7 | Time to Degree

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

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

As part of the transition from quarters to semesters in Fall 2012, Wright State launched a "Take 5" campaign that encourages students to take five classes (or 15 credit hours) per semester to graduate with a bachelor's degree in four years or an associate degree in two years. Many students had been accustomed to taking four classes on the quarter system. Taking five classes is important for students to know as they create a MAP, My Advising Plan, which maps the courses students need in order to complete their degree in four years. The on-going campaign reminds students to meet with their academic advisors regularly.

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

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

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

Wright State University has developed a Summer Tuition Discount Program to encourage full-time students to take a least 30 credits per year. This program was launched at the end of March 2016 for the summer 2016 semester. Undergraduate Ohio students who successfully complete at least 24 credit hours during the prior two semesters (fall 2015 and spring 2016) are eligible to receive a 20% discount on undergraduate summer tuition on up to 3 credit hours. For Dayton and Lake Campus students, the maximum discounts are $236 and $159 respectively. This program serves three purposes:
   a. It encourages students to successfully complete at least 12 credit hours during the fall and spring semesters;
   b. It provides students a financial incentive to take courses during the summer thereby increasing summer utilization of classroom facilities;
   c. It promotes completion of their undergraduate degree within the four-year time frame thereby lowering overall cost for the degree.

Wright State University has also developed an option that allows students to take graduate level courses as an undergraduate student. For academically qualified students who seek and receive advisor/program permission, undergraduate students can take certain graduate level courses during their senior year and they are assessed tuition at the undergraduate rate on all classes, including graduate level classes. This motivates students to perform well academically, complete their undergraduate degree on-time and provides them the opportunity to earn graduate credit hours at a reduced cost should they desire to pursue an advanced degree.

Other programs that encourage students to take at least 15 credits per semester (but which are not linked to direct financial incentives) are:

2) **A "Take 5 Classes" campaign**. It promotes completion of their undergraduate degree within the four-year time frame thereby lowering overall cost for the degree. The *"Take 5"* campaign. The "Take 5 Classes" campaign was first used by Wright State to prepare students for the transition from quarters to semesters and encouraged them to complete their degree prior to the changeover to semesters, if reasonably possible. The campaign was successful as a number of our students fast-tracked their programs in order to complete their degrees under the quarter system. During the 2011-12 Academic Year, Wright State experienced a record number of students who completed their degree programs, prior to the change to semesters. Plans are underway now to re-launch the "Take Five" campaign by promoting the financial benefit students receive from taking more classes for the same full-time/flat rate price.

3) **Re-aligning Undergraduate Degree Programs to 120 credit hours**. An academic review has re-aligned all undergraduate degree programs to 120 credit hours. (See section 7C for additional details).

4) **College Credit Plus program**. Wright State is an "active partner school" in the College Credit Plus program. We have engaged with local high schools in both the greater Dayton and Celina areas to provide opportunities for high school students to earn college credit while completing requirements for their high school diploma. High school students participating in this program and successfully completing college courses receive two benefits:
   a. No cost to take college courses while in high school;

b. A head start on accumulating college credit hours while in high school which will shorten the time it takes them to complete their undergraduate program, thereby lowering their overall cost.

5) **College Credit Plus program.** WSU is an "active partner school" in the College Credit Plus program. We have engaged with several high schools in both the greater Dayton and Celina, Ohio areas to provide opportunities for high school students to earn college credit while completing requirements for their high school diploma. High school students participating in this program and successfully completing college courses receive two benefits:
   a. Zero or significantly reduced costs to take college courses while in high school;
   b. A head start on accumulating college credit hours while in high school which will shorten the time it takes them to complete their undergraduate program, thereby lowering their overall cost.

6) **Option to take graduate level courses as an undergraduate student.** For academically qualified students who seek and receive advisor/program permission, undergraduate students can take certain graduate level courses during their senior year and they are assessed tuition at the undergraduate rate on all classes, including graduate level classes. This motivates students to perform well academically, complete their undergraduate degree on-time and provides them the opportunity to earn graduate credit hours at a reduced cost should they desire to pursue an advanced degree.

7) **Prior Learning Assessment and College Level Examination Program.** WSU provides opportunities for qualified students to demonstrate competency in certain subject areas through an assessment and/or examination protocol. Students who successfully pass the assessment/examination can earn college credit at a significantly reduced cost and shorten their degree completion time by testing out of specific classes that may be required for their program of study. WSU recently expanded the number of courses that are eligible for test-out through examination/assessment by credit.

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

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

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

Ohio House Bill 64 Section 369.600 required the board of trustees at each state institution of higher education to develop and implement a plan to provide all in-state, undergraduate students the opportunity to reduce the student cost of earning a degree by five per cent. A cornerstone of the Board of Trustees for Wright State University's response was a commitment to convert all degree programs that exceeded 120 credit hours to a 120 course credit hour requirement (unless otherwise required by an accrediting or licensing body).

Many of Wright State's degree programs had been converted to 120 credit hours during the transition from quarters to semesters in 2012. However, at the start of the 2015-2016 academic year, 98 of 154 active undergraduate degree programs still required more than 120 credit hours. As of May 12, 2016 all but three active degree programs have gone through the curricular review process and been reduced to 120 credit hours. One of the three exceptions will become inactive at the end of the 2016-2017 academic year.

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

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

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

Advisors utilize integrated technology to monitor early alerts, class attendance, tutor referral attendance, and degree course milestones to facilitate case management that emphasizes an intrusive, proactive model of advising.

SSC Campus (branded as "RAPS", Raider Academic Progress System, at Wright State) is a web-based system that uses both predictive analytics with formative data to prioritize student interventions from advisors, faculty, and academic support units that facilitates student success. The University has been using a scaled down version of SSC for the 2015-2106 academic year but is currently deploying SSC Campus which includes a more robust scheduling and early alert system into the previous version.

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

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

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

Wright State University continues to evaluate and implement strategies that maximize utilization of our academic space resources. Specifically related to summer programs, the following strategies have been implemented:
1) **Increasing high demand course sections**. Strategic offerings in high demand classes such as Non-Western Art, Intro to Biological Anthropology, General Chemistry, Economic Life, Great Books: Literature, and Personal Finance have been added. Additionally, new or increased numbers of sections are available for major classes in Biomedical Engineering, Computer Science, Education, English, and Nursing.

2) **Summer Programs**. Wright State University has long supported the community through its summer program offerings. Nine summer programs occupy academic classrooms during the summer semester, in addition to periodic use of computer labs and large auditoriums. Examples of summer programs offered at Wright State University include:

    a. Academic Advantage - An intense and innovative program offered by the College of Engineering and Computer Science. This program is especially designed for first-year students who will enter engineering or computer science programs at Wright State University in the upcoming fall semester.

    b. Aerospace Camp - Air Camp is designed to inspire middle school students to learn the science, technology, engineering and mathematics (STEM) behind aviation and aeronautics, through hands-on learning activities and the thrill of flying a plane. The camp features curriculum created for the new wing at the National Museum of the United States Air Force.

    c. Discovery/Odyssey - Summer enrichment courses at Wright State University are designed to stimulate children's creativity and enthusiasm for learning. Pre-College Programs offers summer enrichment for students entering grades K-9. Students who desire challenge; are interested in learning and personal growth; and have the motivation to succeed are encouraged to take advantage of these hands-on, exploratory courses.

    d. Introduction to College Writing Workshop – For new students placing into the college-level composition course, this 4-day workshop is held the week prior to Fall semester and introduces student to the activities and expectations of ENG 1100, the first required Wright State Core writing course.

    e. Raider Academy - A residential experience designed for incoming freshman, Raider Academy's two week enrichment program prepares students for the rigor of university academics while also acclimating them to campus resources and forming community. Offering multiple academic tracks to suit individual needs, the academy focuses on skill building in math, writing, and personal achievement, evaluating student's progress throughout the program.

    f. Upward Bound - A precollege program that is designed to provide academic skills for students from first-generation college and low-income families who are interested in pursuing an educational program beyond high school.

    g. Wright STEPP - Wright State University's Science, Technology, and Engineering Preparatory Program (STEPP). Its mission is to enhance the development and education of youth underrepresented in the fields of engineering, math, and science. The program targets Dayton Public School and Springfield City School students.

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

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

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

The process for establishing articulation agreements between Wright State and Ohio community colleges is that Charles Long, director of the Transfer and Transitional Student Center, and Dr. Carl Brun, AVP for

University Curricular Programs, work with Wright State department chairs and liaisons at the community college to determine course equivalencies and pathways between the two programs. Below is a list of the community colleges for which Wright State has Memorandums of Understanding (MOU), Partnership agreements, and specific program articulations. MOUs are general agreements renewed every 1-3 years by which Wright State and the community college work collaboratively to facilitate students' transfer of courses between the two institutions. Partnership Agreements extend this collaboration to providing advisement from each institution to participating students, allowing students access to academic (e.g. tutoring) and non-academic resources (e.g. joining student organizations), and providing Wright State scholarships to students who maintain a 3.0 GPA at the partnering community college.   Articulation agreements list specific curriculum equivalencies and pathways between programs at the community college and Wright State.

College	Partnership Agreement	MOU	# of Articluation Agreements
Chatfield CC			2
Cincinnati STCC	Yes	Yes	13
Clark SCC	Yes	Yes	33
Columbus SCC		Yes	1
Cuyahoga CCC			1
Edison SCC	Yes	Yes	23
Lorain CCC		In process	several in process
Northwest SCC			1
Rhodes SCC		In process	1, more in process_
Sinclair CC	Yes	Yes	52
Southern SCC	Yes	Yes	12

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

Wright State has 137 2 + 2 articulations across 11 Ohio community colleges. See **https://www.wright.edu/transfer/academics/community-college-articulation-transfer-agreements**

Wright State has not articulated a specific 3 + 1 program, though some students choose to use a 3rd year at a community college to meet the Ohio Transfer Module. It usually takes more than 1 year to meet the upper level requirements in the major. The one exception is the RN to BSN articulation with Clark State in which students can complete all but 30 hours at Clark State and then only need 30 hours in the major at Wright State.

The Wright State Lake campus also has articulation agreements with local high schools and career centers for the following majors: Agriculture, Food Science/Food Systems Management, Graphic Design and Visual Media, Law Enforcement/Law Enforcement Academy, and Office Information Systems. Mark Cubberley, through the Lake Campus Dean's office, oversees the implementation of these agreements.

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

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

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

Wright State has implemented a Faculty Senate approved Prior Learning Assessment (PLA) policy and procedure whereby students can demonstrate meeting learning outcomes of a course through credit by exam or portfolio assessment. See **https://www.wright.edu/academic-affairs/policies/prior-learning-assessment-policy-and-form** and **https://www.wright.edu/academic-affairs/policies/prior-learning-assessment-policy-and-form** The PLA policy was approved by the Faculty Senate in April, 2016.

Students have successfully received Wright State assessed PLA credit in the following areas: Modern Languages, English Composition, Organizational Leadership, and Math. This is in addition to the students who receive PLA credit through the following external exams: Advanced Placement, CLEP, Dantes, Excelcior, and International Business.

Wright State accepts credit for military occupations and training recommended by the American Council on Education (ACE). The ACE credit hour recommendation is based on the learning outcomes achieved in the specific military experiences.

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

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

Recommendation 8 | Course and Program Evaluation

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

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

Wright State has two joint programs: the Master's of Social Work and the Doctorate of Nursing Practice. Joint programs are initiated with the partner institutions when there is a demonstrated need for graduates with the degree in the shared region and the joint faculty of institutions provide the required expertise to support the academic quality of the program.   After the identification of a possible joint program, an inter-institutional committee is formed to explore the possibility and develop the proposal.

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

Course/Program	Partnering Institution	Explanation
Master's of Social Work	Miami University	Curriculum, faculty and students are shared.
Doctorate of Nursing Practice	University of Toledo	Curriculum, faculty and students are shared. This partnership will be dissolving soon.
Certificate in Cyber-Security	Cuyahoga Community College	Tri-C students can take on-line WSU courses.

Wright State is an active participant in SOCHE (the Southwest Ohio Conference on Higher Education). SOCHE allows students at any other SOCHE institution to take courses at other SOCHE institutions if their home institution is not offering a course that is required for their major. Approximately 200 students at SOCHE institutions take advantage of this program each academic year.

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

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

Section III: Policy Reforms

Recommendation 10 | Policy Reforms

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

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

Wright State University leverages a multi-prong approach to deliver financial literacy to our students. Here is a brief summary of our financial literacy initiatives:

A. Websites:

Respect | Your | Money: **http://www.respectyourmoney.com**
Wright State University partnered with Wright-Patt Credit Union to develop a co-branded website designed especially for students and beneficial as well to faculty, staff and the general community. This site was designed using feedback from student focus groups. The website is easy to navigate and presents a wide-range of pertinent financial information using language and tone appealing to our traditional students. The five main subject categories are:
- Paying for College
- Current Students
- Heading to Graduation
- Managing Your Money
- Budgeting Help

In addition, the site was designed to present information in a mobile-device friendly format and includes a list of FAQs. Students can access this site from a variety of web page links including Raider Connect, our one-stop student services website.
GradReady: **https://wright.gradready.com/Ora/Login.aspx?ReturnUrl=%2fEducate**
The GradReady website was developed by NorthStar Education Services, a Great Lakes affiliate, with a focus on student loan borrowing. Financial literacy is divided into three major topics:
- Paying for College
- Money Management
- Loan Repayment

Students can access this website by going to:

http://www.wright.edu/raider-connect/money-management

B. Financial Literacy incorporated in all UVC First Year Seminar Courses:

Previously Wright State University included financial literacy in most sections of our First Year Seminar Courses. Beginning in Academic Year 2016-17, the curriculum for financial literacy topics will be standardized and included for all First Year Seminar Courses. Students will be provided a list of resources to use while at Wright State University which will provide additional guidance on financial aid, borrowing and budgeting.

C. Financial Literacy as part of Summer Orientation for New Students:

Summer Orientation is a series of events throughout the summer for new students to Wright State University. During these events, students/families come to Wright State University to receive course advising, register for classes and learn about academic and administrative policies/procedures. Families hear many presentations during the day about financial aid, billing, student wellness, housing and other vital services on campus. Additionally, while on campus, families also have the opportunity to meet with an advisor to discuss matters of financial aid, billing and course registration issues. Basic information on financial literacy is included in these presentations and meetings.

We will also incorporate financial literacy information into the Orientation Resource Book that is given to students and their families. Topics covered in this publication include:
- Next steps in the financial aid process
- Where to receive assistance
- Promoting the respectyourmoney.com website

D. Marketing Plan for Financial Literacy and Cost of Attending Wright State University

Wright State is in the process of creating a comprehensive communication plan that will:
- Describe the financial aid process in a comprehensive and easily understandable manner
- Describe the different ways to bridge the gap between the student account balance and financial aid availability
- Describe how best to find additional resources available to pay the balance due
- Describe how to navigate the student portal, WINGS Express, to finalize financial aid, bill payment and other necessary requirements to be a Wright State student
- Describe the co-branded website, "respectyourmoney.com" and the information available to Wright State students
- Describe the GradReady tool/website that is available to students
- Describe the Parent Proxy function in WINGS Express that allows family or other support persons to get information related to financial aid, billing and course registration
- Better serve new undergraduate students during the orientation process with updated estimated bills, presentations and printed materials explaining the bill payment process

The above plan will be delivered through a series of emails supplemented with brochures, reminder postcards and handbills that will be delivered strategically throughout the 2016-17 Academic Year.

E. Determining future financial literacy initiatives from Spring Semester 2016 Student Survey:

In cooperation with Wright State University's Student Government Association and our Raj Soin College of Business, we conducted a survey to identify the top financial concerns students have and what methods/modes students would utilize to improve their knowledge of financial literacy. The results of this survey will be used to guide our delivery of financial literacy resources in the future.

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

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

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

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

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

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

Upon the completion of fiscal year 2016 and subsequent analysis of University initiatives, information requested in the following tables will be developed where possible.

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

Recommendation	If applicable, provide the actual FY16 cost savings, or expected annual cost savings to the institution *Put NA if no savings	Were the savings redeployed to reduce the cost of college for students? (Yes or No)	Or did the practice provide tangible benefits to the quality of students' education? (Yes or No)
Efficiency Practices			
3A: Campus Contracts			
3B: Collaborative contracts			
4A: Asset Review			
4B: Operations Review			
4C: Affinity partnerships and sponsorships			
5A: Cost diagnostic			
5B: Productivity measure			
5C: Organizational Structure			
5D: Health-care costs			
5E: Data Centers			
5F: Space utilization			
Energy projects			
Academic Practices and Policies			
6A: Negotiate cost on textbook affordability			
6B: Standardize materials			
6C: Develop digital capabilities			
7A: Education Campaign			
7B: Graduation Incentive			
7C: Standardize credits for degrees			
7D: Data-driven advising			
7E: Summer programs			
7F: Pathway agreements			
7G: Competency-based education			
8: Duplicative courses and programs			
Low-enrollment programs:			
10: Financial advising:			
Total Expected Annual Cost Savings:	$		

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

Category	Amount Invested	Explanation
Reductions to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs — such as technology)		
Student financial aid		
Student success services, particularly with regard to completion and time to degree		
Investments in tools related to affordability and efficiency		
Improvements to high-demand/high-value student programs		
Add other categories as needed		