WRIGHT STATE UNIVERSITY

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October 13, 2017

Chancellor John Carey
Ohio Department of Higher Education
25 South Front Street
Columbus OH 43215-4183

RE: Wright State University FY2017 Affordability and Efficiency Report

Dear Chancellor Carey:

Please accept the enclosed FY 2017 Wright State University Affordability and Efficiency Report as required by House Bill 63 (Section 369.560).

The Wright State University Board of Trustees will vote on a Resolution adopting the report at their next Public Session scheduled for December 15, 2017.

Sincerely,

Walter J. Branson

Enclosure

FY2017 Efficiency Reporting Guidance

In the early part of 2015, Gov. John R. Kasich created the Ohio Task Force on Affordability and Efficiency in Higher Education to make recommendations to Ohio's colleges and universities based on three simultaneous principles 1) to be more efficient both in expense management and revenue generation 2) while offering an education of equal or higher quality and 3) decreasing costs to students and their families. The Task Force met several times during the course of 2015. In October, the Task Force issued a report with ten recommendations to advise colleges and universities on efficiency and academic practices to improve both the quality of education and lower costs for students. For additional information on each category and recommendation, please review the Action Steps to Reduce College Costs report, issued by the Ohio Task Force on Affordability and Efficiency.

Section 3333.95 of the Ohio Revised Code requires the Chancellor of Higher Education to maintain an Efficiency Advisory Committee, composed of members from each of Ohio's public colleges and universities. The purpose of this committee is to generate efficiency reports for campuses, identify shared services opportunities, streamline administrative operations, and share best practices in efficiencies among colleges and universities. The law additionally requires an annual report to be completed by the Department of Higher Education. The college and university data captured from this report for fiscal year 2017 will allow ODHE to produce the 2017 Efficiency Advisory Committee Report by December 31, 2017, as required by law.

The template is structured into four sections:

- **Section 1: Efficiencies –** The first section captures practices likely to yield significant savings that can then be passed on to students. This includes Procurement, Administrative/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 asks colleges and universities to provide, if applicable, cost savings in actual dollars saved for each of the recommendations. Furthermore, colleges and universities must advise if the savings have been redeployed as a cost savings to students or if they offered a benefit to the quality of education for students.

For any questions, please contact Sara Molski at 614-728-8335. Please submit your survey by email to smolski@highered.ohio.gov by **October 13, 2017.**

Wright State University

Section I: Efficiency Practices

Procurement

Recommendation 3A | Campus contracts: Each college/university must require that its employees use existing contracts for purchasing goods and services, starting with the areas with the largest opportunities for savings. Please complete the section that aligns with the implementation status of your college/university.

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

On April 7, 2017 an email went out to all faculty and staff from interim President Dr. McCray, mandating the use of University contracts. Wright State is updating the contract policy to include this language as well as keeping the procurement website up to date with current University contracts, IUC Agreements, State of Ohio Agreements, E & I Agreements, GSA Agreements and other applicable pre-negotiated agreements available for our use.

Purchases from vendors outside of those with preapproved contracts must be approved by the Associate Director of Contract Services when 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.

Starting in late fall 2017, when provided the opportunity for larger contracts, Wright State will negotiate rebates with suppliers for student scholarships.

As previously reported, Wright State is:

• Educating the campus community 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 Contract policy
    o University Financial Governance Policy
    o Regular reporting of 'unauthorized' purchases to the Administration
• Reinforcing the expectation by way of:
    o Annual business reviews by organization/department highlighting the following:

- Analysis of contract spend
- Identifying missed opportunities for contract spend
- Identifying best practices for categories of spend

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Recommendation 3B | Collaborative contracts: Ohio's colleges and universities must pursue new and/or strengthened joint purchasing agreements in the following categories:
- Copier/printer services
- Computer hardware
- Travel services
- Outbound shipping
- Scientific Supplies and Equipment
- Office Supplies and Equipment

Were there any updates/changes in FY17? If yes, please complete the below chart.

Wright State is collaborating with four other Ellucian Banner institutions to leverage the collective Banner contract across the institutions. Wright State, Miami, Toledo, Kent State, and Youngstown State are all working together to negotiate a new contract extension with Ellucian that would leverage the collective buying power of the five institutions to create yearly savings. For Wright State, the savings over the life of the new five-year contract would exceed $400,000.

The five Banner schools have formed a cross-institutional working group to collaborate on the important upgrade to Banner 9 that all institutions must undertake over the next year. Leveraging the shared knowledge of the team will help each institution achieve success in the implementation of Banner 9 while at the same time, saving on external consulting costs.

Contract Type	Is the college/university participating in joint contracts? [yes, no, plan to]	Include additional explanation here if needed. If the college/university chooses not to participate, please explain why.
Copier/printer services	Yes	Current Status: Wright State is a member of a Shared Services Consortium with Clark State, Central State, and Sinclair Community College. Next Steps: When this agreement is near expiration, Wright State along with the other institutions listed will review the opportunity to use the IUC-PG Copier and Enterprise Print Management Price Agreement.
Computer hardware	Yes	Process: The IUC-PG worked with the IUC Chief Information Officers (CIO) Committee to review and discuss all IT hardware and related peripheral categories of products. An analysis by the IUC CIOs determined that the State of Ohio STS for desktops and laptops is the best agreement that can be achieved (45-50% discount). Current Status: Complete. Computer hardware uses State of Ohio STS. Wright State uses Pomeroy IT Solutions.
Travel services	Plan to	Process: IUC-PG reviewed the original plan and revised it with the support of a consultant. The IUC Business and Finance Officers Committee reviewed the plan in June 2017. The new plan was submitted to ODHE and includes (1) IUC-PG public members shall have a travel policy in place, (2) IUC-PG will collect data to identify short-term opportunities for travel savings, and (3) IUC-PG will establish a Price Agreement for a Travel Management Company for voluntary use by those institutions who would benefit from that automation. Current Status: In process. IUC-PG has a planned RFP for a Travel Management Company and will review member travel spend data in FY2018. Next Steps: Develop, release and review results of Travel Management Company RFP to create a voluntary Price Agreement through IUC-PG. IUC-PG collect and review travel spend data from member institutions.

Outbound shipping	Yes	Process: IUC-PG reviewed this topic and concluded that there are strong consortium agreements available that cover the wide spectrum of needs; institutions are currently accessing these agreements at both the state level as well as at a national level. The IUC-PG does not carry enough spend volume to bid this category on its own. Current Status: Complete. Outbound shipping fulfilled via State of Ohio STS and other GPO contracts. Wright State uses Federal Express through the E&I agreement. Next Steps: Through its discussion on shipping, the IUC-PG has determined that inbound shipping will be pursued as part of the IUC-PG Price Agreement Expansion Plan.
Scientific supplies & equipment	Plan to	Process: The Ohio State University is leading the RFP effort to establish a Scientific Supplies Price Agreement for the IUC-PG. Current Status: In process. Non-Distributor Suppliers have been awarded. Negotiations underway for Prime Vendor award by Ohio State. Next Steps: Complete negotiations with prime vendor and make award.
Office supplies & equipment	Yes	Process: An Office Supply Price Agreement was already in the process of being established when the Task Force recommendations were released in October 2015. The IUC-PG continued with its work to provide a Price Agreement that complies with the directive. Current Status: Complete. IUC-PG Office Supplies Price Agreement established December 2015. Next Steps: Wright State would like to take it to the next level and research SKU (Stock Keeping Unit) reduction and purchasing restrictions for further cost savings.

Assets and Operations

Recommendation 4 | Assets and Operations
4A Asset review: Each college/university 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 colleges and universities to reap larger benefits of scale. Please complete the section that aligns with the implementation status of your college/university.

Has the college/university implemented this recommendation? If yes, please provide an overview of the process used for the college/university's asset review and the key outcomes below or on additional pages:

Last year, using baseline data secured through the KPMG operational analysis, Wright State began a review of held assets and operations for the purpose of maximizing their value to the university's bottom-line. The process is not static but rather dynamic in approach and has become an ongoing effort. Details of specific areas of concentration are found in Section 4B. In the context of asset review, significant steps have been taken to reduce duplication and excess in the Division of Facilities Management and Services (FMS). A departmental reorganization is underway and nearing completion supporting a more streamlined operation. Initial efforts have translated into cost savings and efficiencies of nearly $2,000,000 to the University's bottom-line in the first year alone. These are ongoing savings as opposed to one-time and based upon opportunity analysis we expect second year savings to be equal or greater than year one.

Additionally, like most universities, WSU has a growing list of deferred maintenance. FMS currently has an initiative underway to comprehensively identify areas of deferred maintenance. These data will be used to prioritize projects, manage workflows and future State Capital requests. FMS has engaged in discussions with Sinclair Community College to share experiences as it relates to deferred maintenance with a goal of developing a more efficient means to proactively minimize and ultimately eliminate these expenses. We are also collaborating with Sinclair to leverage a co-op program for services needed on our campus that would provide educational experience for their students while providing us with basic services at a reduced cost. Sinclair has programs like architecture, civil engineering, etc., not offered at Wright State. We can utilize Sinclair students in these specific disciplines to provide value-added support to Wright State that ultimately provides a unique benefit for both institutions.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

4B Operations review: Each college/university 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 colleges and universities would increase efficiencies, improve service or otherwise add value. Please complete the section that aligns with the implementation status of your college/university.

Has the college/university implemented this recommendation? If so, please provide an overview of the process used for the college/university's operations review and the key outcomes below or on additional pages:

1. Parking: The University completed a comprehensive review of its' Parking & Transportation Department for the purpose of evaluating the feasibility of outsourcing the operation to a 3rd party. At the conclusion it was determined outsourcing was not a viable outcome as the operation was burdened by a significant deferred maintenance liability. However, the review highlighted several opportunities to streamline operations, improve service levels and enhance revenue. Those opportunities are under implementation.
2. Naming Rights: During the 2016-17 academic year, the University's VP for Advancement developed a more vibrant and current naming policy (https://policy.wright.edu/policy/10100-facilities-and-endowments) as part of an active effort to secure support for facilities and events.
3. Student Housing: The University is holding active discussions with the 3rd party provider of student housing whose contractual relationship ends at the conclusion of this academic year. The economic and programmatic structure of the new agreement will reflect current market rate parameters of this service ultimately benefitting the university and our student residents.
4. Vehicle Fleet: The University has historically operated a decentralized fleet with individual colleges/departments owning specific vehicles. A centralized fleet will result in operational savings while making more efficient the use of university owned vehicles. A plan to move to centralization is being finalized for implementation in 2018.
5. Child Care: The University is currently analyzing the best contract option for our facility.
6. Arena Event Parking: The Nutter Center is undergoing a comprehensive operational review. Initial efforts have streamlined operations leading to expense savings. Review efforts include exploring third party management. Evaluation of the existing sales model, sponsorship program, current rate sheet and parking are underway. Rates are being compared to similar arenas and venues in the Dayton area to ensure market competitiveness.
7. Real Estate – Leasing/Disposition: Over the past year the university has initiated a comprehensive examination of all disparate pieces of real estate. The ongoing analysis has resulted in the sale of real estate determined to be non-core and plans for redevelopment of real estate currently determined to be underutilized.
8. Vendor Managed Inventory Process: Wright State University's FMS Department took steps to consolidate existing inventory and worked with state contracted vendors such as Grainger to eliminate direct store purchases. A

centralized inventory department was started with department-wide supply purchases being made within this department with the exception of emergency purchases. The elimination of direct store purchases led to the savings of over $250,000 in supplies purchased in FY 17 alone. Working with set vendors helped to lock in prices and built relationships between the vendors and the university. In addition, there were non-monetary saving achieved in this process including decreased state vehicle gas usage, depreciation of vehicles used to travel to stores, and increased productivity from valuable staff who can now focus on maintenance rather than shopping for parts and supplies.

9. Amazon package Center: Option explored. It was concluded that this would not be a viable option for the University.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

4C Affinity partnerships and sponsorships: Colleges and universities must, on determining assets and operations that are to be retained, evaluate opportunities for 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. Please complete the section that aligns with the implementation status of your college/university.

Has the college/university implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes. Please identify partnerships/sponsorships within the below chart.

Deans and vice presidents reviewed assets and operations to determine potential partnerships and sponsorships and have reached out to potential partners. Highlights of the key outcomes are outlined in the table below.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Please identify partnerships and sponsorships in effect for FY2017:

Partnerships/Sponsorships	Description
Summary: Over 425 organizations partnered with Wright State University in FY 17 through gifts to the Wright State University Foundation.	**Funding totaled over $5,067,280** in support of student scholarships, academic programs, and capital projects (breakout below), with $2.5 million coming from vendors and business partners. *Students/faculty/staff: $2,208,681 *Environments/buildings: $877,358 *Innovations/programs: $1,981,242
Selected examples of partnerships include:	
Barnes & Noble Education, Ball Aerospace, Chartwells, Emerson, Heraeus, Infoscitex, Woolpert	**Research Celebration:** Corporate community stakeholders partnered with the Office of Research and Sponsored Programs/Graduate Studies to present a campus-wide symposium of faculty-mentored student research presentations involving over 150 students. **Benefit/value:** $10,000. Enhanced academic research program by providing an opportunity for students to engage in public presentation of their work.
Nationwide Insurance, Wright-Patt Credit Union, Barnes & Noble Education, Chartwells, miscellaneous travel sponsors	**Partnerships with the Wright State Alumni Association** generated revenues to support alumni and student programming. The Office of Alumni Relations does not receive programming funds from the University—all monies are raised through partnerships with additional support from the Wright State University Foundation. **Benefit/value:** $80,000. Supported student success events such as networking with graduates, professional development, and current topic presentations such as "adulting" (life after college).
Barnes and Noble Education, Morris Furniture Company, Dayton Business Journal, Emerson, HORAN, THINK TV, WHIO-TV, Chartwells	**ArtsGala:** Wright State's annual community-wide arts scholarship fundraiser benefits from partnership with many area companies that provide generous sponsorship support. These eight major sponsors, along with 25 additional organizations, provided significant cash and in-kind donations in FY 17 allowing increased event revenue to fund fine and performing arts scholarships. **Benefit/value:** $200,000 in net proceeds, funding 79 student scholarships in Art & Art History, Music and Theatre, Dance, & Motion Pictures. Engaged the larger community in appreciating and supporting Wright State arts students/programs.
Air Force Research Lab (AFRL), Air Force Institute of Technology (AFIT), Dayton Defense Educational Foundation	**Women in STEMM Leadership Institute and Mentoring Program:** Strategic partnership between Wright State colleges of Science and Mathematics and Engineering and Computer Science and Wright-Patterson Air Force Base to promote women in STEMM academic programs and professions, drawing over 300 university and community attendees for keynote speakers and 50+ research

	project presentations in addition to pairing 15 students with industry mentors in a year-long program. **Benefit/value:** $1,500 in direct gifts combined with gift-in-kind services/provisions from partnering organizations. Benefits included elevating diversity in STEMM education and professions in the Dayton region.
St. Leonard Senior Living Community	**Community Health Lab:** St. Leonard's provided the use of a house on their retirement community campus as a simulation lab in support of community health learning experiences. **Benefit/value:** $13,200. Enriched public health nursing students' academic programming by providing hands-on experience working with homecare patients.
Miami Valley Healthcare Systems	**Cameos of Caring:** The College of Nursing and Health brings the region's hospitals together to honor each hospital's outstanding nurse. By serving as the hub of Nursing in our region this annual activity promotes our nursing program and students while elevating the contribution of nursing professionals to the Dayton region. **Benefit/value:** $24,300 in nursing scholarships.
Dayton region corporate, non-profit, communication, arts, social services, educational, and governmental organizations.	**The College of Liberal Arts Student Success Center** collaborated with over 185 organizations in the regional corporate community to create substantive experiential education experiences coordinated through every academic department within the College. **Benefit/value:** Experiential learning for 293 students totaling over 83,000 hours of experience. In addition to enriching the academic program, long term benefits of strong internship partnerships result in the creation of a pipeline of critical new talent that contributes to the growth of the region.
So Percussion (New York), Yale University, Complexions Contemporary Ballet (New York), Dayton Art Institute, Dayton Victoria Theatre, Eastman School of Music, University of Rochester, Think TV (PBS), Dayton Culture Works, Dayton Contemporary Dance Company, Matrix Performing Arts (Akron)	**Arts Program:** A multitude of arts organizations partnered with Wright State for Collaborative Education and Leadership in the Arts (CELIA) programming designed to bring in visiting fine and performing artists to interact with students and faculty, as well as the larger Dayton community. FY 17 activities included a year-long contemporary artist series entitled *Modern: Reimagining the NEW.* **Benefit/value:** $25,000 in direct gifts combined with gift-in-kind services/provisions from partnering organizations. Programming provided an enhanced academic experience to over 350 students and arts presentations were attended by over 950 community members.
Reynolds and Reynolds and Boston Stoker	**Student Business Operation:** The Reynolds partnership has existed since 1975 and continues to provide collaboration and support funding for a myriad of activities/programs each year. FY 17 support included continuation of their two main projects: the award of engineering scholarships, and activities through their named Rey Rey Café in the Raj Soin College of Business, which is a student-managed business venture. Boston Stoker partners with Reynolds in adding value

	to café activities by providing direct trade and supply chain management education for students. **Benefit/value:** Combined giving of $85,950. Support provides scholarship funding to students and provides real-life business experiences for students.
Raytheon Company	**Veteran and Military Support:** This new partnership focused on collaborating with Wright State's Veteran and Military Center to support student visibility and success programs such as the Veteran's Voices program and activities with the national Student Veterans of American. Support included a major ad at the Dayton Airport showing the Raytheon/WSU partnership in support of veteran/military student success. **Benefit/value:** $30,000. Enhanced academic experiences leading to successful readjustment of military personnel into the civilian sector, both in education and employment preparation.
Synchrony Financial	**Student Activities:** This new partnership supported activities in the Raj Soin College of Business, College of Liberal Arts, and Office of Latino Affairs. Activities included the Professional Business Institute residential program engaging high school students with the university in activities focused on business and entrepreneurship, ArtsGala sponsorship, and sponsorship of the Latino community awards event. **Benefit/value:** $27,600. Funding supported community engagement programming and enhanced the student experience.
Emerson Climate Technologies, Dayton Power & Light	**Campus–wide Support:** These long-term partnerships provide annual support to the University on a broad scope, including: College of Engineering and Computer Science Engineering Student Success Initiative (ESSI), College of Liberal Arts arts center renovation and ArtsGala, and Raj Soin College of Business Career Development Center. **Benefit/value:** Combined $80,000 in payments on multi-year pledges. Funding supported enhanced academic programming and capital upgrades.
Wright-Patt Credit Union	**Campus–wide Support:** This long-term partnership supports initiatives and scholarships across campus including financial education, academic and community symposiums, curriculum enhancement projects, student success programs, and sponsorships of annual events such as the Alumni Golf Outing fundraiser and the ArtsGala community event. Many activities include an element of financial literacy, which is crucial for Wright State's demographic of first generation college students. Wright-Patt is working with the University on an initiative to ingrain financial literacy into academic curriculum for every student. **Benefit/value:** $282,000. Benefits include operations support of campus events, enhanced curriculum in financial literacy, and student success activities.

Booz Allen Hamilton, Heaping Engineering, Leidos Inc., Emerson Climate Technologies	**The Brandeberry Career Development Center** collaborates with the corporate community to provide programming and activities to enhance access to experiential learning for the students in the College of Engineering and Computer Science. In addition, corporate partners engage by sharing expertise through special workshops and by supporting career expositions. **Benefit/value:** $20,000. Enhanced academic programming contributing to student success and workforce development.
O'Neil and Associates	**Center for Research Communication:** Corporate partnership enabled the establishment of a new Center at Wright State University under the guidance of the College of Engineering and Computer Science to support cross-discipline curriculum and experiential learning, while providing technical writing services to the larger community. **Benefit/value:** $675,000 multi-year pledge. Enhanced curriculum and engagement with business sector.
Pepsi	**Scholarships and Programming:** This major vendor offers gift support to students throughout the year in the form of: Pepsi Women's Empowerment Scholarship, Athletic Scholarships, and program funding for the Independent Scholars Network which supports emancipated foster students. **Benefit/value:** Combined gift funding of $55,000. Financial and academic support for students
Barnes & Noble	**Campus-wide Support:** This major vendor provides gift support throughout the year to support student activities including undergraduate research, business scholarship, first year activities, and faculty/staff events. **Benefit/value:** $52,500. Financial and academic support for students.
Student Legal Services, Inc.	**Legal Services:** The partnership with this company helps the University provide legal services to students at a nominal cost. They also provide recurring support of scholarships, programs and activities related to Student Affairs, including Homecoming, intramural and club sports, and funding for student emergencies. **Benefit/Value:** $52,500.

Administrative Practices

Recommendation 5 | Administrative cost reforms

5A Cost diagnostic: Each college/university 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 college/university — 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?

Please complete the section that aligns with the implementation status of your college/university.

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

A 10-year cost diagnostic for FY2007 through FY2016 was completed (See Appendix A) for Wright State University as recommended by the Governor's Task Force report. This review included an analysis of spending by functional category and by object of expense. It also included a more detailed analysis of the academic productivity (See Appendix B). The diagnostic confirmed and supported comparable results from financial analyses such as S.B. 6, showing Wright State during the latter FY13 through FY16 incurred significant spending increases. The Cost Diagnostic was also analyzed against Wright State's tuition revenue generation as compared to the average for the 4-year public universities (See Appendix C). The data revealed a significant change from the spending efficiency previously exercised during the first half of the decade of analysis. Spending per student increased by 37% over the entire ten-year period.

While the cost trends observed over the last decade are unfavorable, this review helped identify where spending deviated most from the university's mission as well as being outside of the university's strategic plan. Some spending did align with strategic plans but it also identified where spending levels were unsustainable. For all administrative functions and cost centers, a deeper analysis continues to identify opportunities for improvement. For this reason, the University intends to implement a program review process for assessing nonacademic functions and programs on a regular cycle. Through these reviews, the effectiveness and sufficiency of these activities can be properly assessed and improved.

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

Overall, the revenue analysis yielded a targeted overall spending amount that should not exceed 92% of the statewide average to be able to achieve sustainable operations (see Appendix C). Accordingly, a two-year budget remediation plan was put into place beginning with the FY17 operational budget. The plan called for a two year reduction in spending of nearly 27 million. Overall, preliminary spending reductions in excess of $500 per student FTE were achieved. Overall spending was reduced from 101.6% of the statewide average to 99.0%. The resulting decrease in overall spending was less than planned as well as the overall spending percent of statewide averages. Details of the cost diagnostic by function showed the following:

--Instruction & Departmental Research while increasing 12% per student FTE over the past decade was reduced by almost 7% from FY16. A significant challenge with the cost per student FTE was a reduction in total student FTE.

--Separately Budgeted Research achieved an overall reduction from the prior year in excess of 50%. This was in part due to an unusual expense incurred in FY16 related to the write-off of a significant research grant accounts receivable. Nonetheless the reduction in spending per student FTE would have been greater than 20% of more recent years spending and even larger if not for the decline in enrollment. An unfortunate reality of the reduction however is the decline in research volume which has typically been the funding source for Separately Budgeted Research. This in part however has been mitigated by increased activity with the Wright State Applied Research Corporation affiliated entity.

--Academic Support was reduced $170 per student FTE or little more than $3.3 million from FY16 to FY17. This was after seeing an escalation on costs over the past decade of 12% per student FTE. The university has steadfastly exercised state contracts to mitigate library expense and scaled back the overall expense in college central offices.

--Student Services has steadfastly grown over the past decade by 36%. Part of this increase has been due to increased focus put into student retention and student success to raise both enrollment and retention rates as well as achieve higher graduation rates. Still this area was identified with an opportunity for a reduction in FTE count realized in part through a Voluntary Retirement Incentive Program. The resultant reduction in expenses totaled $700K.

--Plant Operation & Maintenance had seen a 10 year increase in cost per student FTE of 31%. Again, a function of declining student FTE but also the cost associated with a significant increase in university building square footage, lowered utilization rates and the cost associated with them. Taking an aggressive approach to reduce the overall costs, many functions were consolidated and positions were eliminated. Utility costs have been more tightly scrutinized as well as supply inventories. As such, this function while still not below the desired 92% of the statewide average cost target moved from 112% of the statewide average to 99%. Continued efforts are being made to better utilize all space available or to work with the region in making space available for paid use.

--Institutional Support for the first half of the decade was Wright State's brightest points of efficiency. At the beginning of the ten-year cost diagnostic, Institutional Support was only 89% of the statewide average cost. This had escalated to 102% by FY16. This resulted in a focus of reducing administrative positions during FY17 as well as consolidating support services for administrative functions. During FY17 over 20 positions were eliminated and even greater scrutiny was applied in filling on-going vacancies. This was achieved through the continuing efforts identified going into FY17 via the creation of a university Strategic Hiring Committee (SHC). The SHC evaluated every vacant position for not only funding but necessity and with a focus on reorganization to maintain productivity with fewer positions. This resulted in change for FY17 showing Institutional Support spending down to 97% of the Statewide average.

Overall, while FY17 realized a reduction in spending, many expenses by function require further reduction. The university will expedite further cost reductions and re-prioritize spending in all categories. Further evaluation has been on-going with respect to duplicative services and enrollments by academic department and program

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Change was achieved in FY17 but with declining student FTE and associated revenues a more aggressive plan was implemented for the FY18 Operating Budget. The previous two year budget remediation plan has been adjusted to a budget plan calling for an additional one year base budget reduction of $30.9 million. University leadership including Deans and Vice Presidents were asked to prioritize spending across all categories of expenses. The resulting reduction amounts by college and university division are detailed in Appendix D. Depending on enrollment levels this should allow the university to return to an appropriate level of spending given the projection of enrollment revenues and state funding.

5B Productivity measure: While the measure should be consistent, each college/university 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 your score? You may view your productivity measure score here. For more information on the Productivity Measure, please visit here.

The University has reviewed and continues to review the Administrative Productivity Measures as released by ODHE. Initial analysis of the ratios indicates that decisions made by the University to consolidate administrative positions and/or to hold on the hiring of positions to reduce administrative costs are yielding results from both an efficiency and productivity standpoint. The previous ratio of administrative employee headcount was reported at 50.9%. There have been 110 SOC codes corrected in the HEI AM file. Not counting other changes this adjusts the ratio to 46.3%. Wright State also exercised for FY18 the elimination of approximately 60 filled employee FTE while further reducing the funded employee FTE approximately 190 positions including vacancies (See Appendix E). There were no faculty or instruction positions eliminated. Sixty-five percent of 190 positions were classified as administrative in the APM. It is anticipated that when the state releases the next APM score Wright State's administrative score will show marked improvement with even more once all eliminated FTE have transitioned off of the university payroll.

Going forward, the University remains committed to working closely with ODHE to implement the necessary changes to improve productivity/efficiency; and (ii) refine the analytics necessary to measure success and to identify future opportunities.

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

In previous years, university departments have applied Lean Six Sigma methodologies in process improvement exercises in an ad hoc fashion and utilizing consultants as subject matter experts (SMEs). Wright State is now in the planning stages of an enterprise-wide Lean Six Sigma initiative that will develop internal SME resources and receive centralized oversight and support. Concurrently with development of formal training, management, and tracking infrastructure, introductory and pilot projects are being conducted to familiarize faculty and staff with Lean Six Sigma concepts. In summer 2017, Wright State utilized a number of lean tools and methodologies in its development of textbook affordability strategies (see section 6A) which have potential for significant cost reductions to students. Several traditional Lean Six Sigma projects are planned to pilot in fall 2017 and spring 2018 followed by larger scale trainings and implementation by fall 2018. Worth note is the generous support provided by the Miami University Lean Office in sharing best practices, tools, and training.

5C Organizational structure: Each college/university should, as part or because of its cost diagnostic, review its organizational structure in line with best practices to identify opportunities to streamline and reduce costs. The college/university reviews should consider shared business services — among units or between college/university, when appropriate — for fiscal services, human resources and information technology. Please complete the section that aligns with the implementation status of your college/university.

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

Wright State 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). During FY17 the institution's President served 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's long standing President at the beginning of FY17 resigned in March 2017. His departure was slightly ahead of his planned retirement at the end of the fiscal year. The university Board of Trustees acted quickly naming a new interim President and the infrastructure in place at the time remained consistent.

Effective July 1, 2017 the University's next President was in place and several changes have occurred whereby the President is no longer the COO but focused in the role of CEO. While this has led to cascading organizational changes the number of employee FTE has remained constant or reduced from prior year (See Appendix E).

The University Strategic Hiring Committee also remains in place with the task of evaluating each university vacancy for alignment with University priorities. Every unit on campus is undergoing review for re-organization. As previously noted a review of duplicative provided service organization is underway and further consolidation of units is likely.

The university is evaluating opportunities to consolidate some colleges and college programs. Detailed analysis has been initiated to review the student to faculty FTE, Academic Advising has been consolidated and is no longer a distributive model housed in every college independently. A number of information technology positions have been consolidated or re-engineered to the university's central Information Technology services unit.

Lastly, the university continues to update and review data within the internally developed Staffing Analysis Report to determine faculty and staff ratios by college and division against student FTE. A summary page of the report is presented as Appendix F. This has allowed for better understanding of where reductions can be considered and what impact they will have against student FTE, thus lowering potential student expense.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

5D Health-care costs: A statewide working group should identify opportunities to collaborate on health-care costs.

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

In fall of 2016, the University introduced Castlight, a new personalized tool that helps employees find high-quality, affordable care and to support greater consumerism. Employees may use in the following ways:

- Save on the care needed. Find doctors, hospitals, and medical services and compare them by cost and quality.
- Understand their plan. Simple descriptions of the University's medical plan and what's covered are stored in Castlight tool.
- Review past expenses. Learn where they are in their deductible phase, and how much they have paid and why, so they can plan for the year ahead.
- Make smart choices. Receive personalized recommendations based on their past care and in-network options. This also includes opportunities to link to wellness activities.

To quote Castlight's CEO, Giovanni Colella: "When you go shopping for a car, you know its price: it's right there on the window, and there are numerous sources for information about key aspects of quality. When you are booking a hotel room, likewise, it's easy to know the charges and instantly access evaluations on everything from the cleanliness of the bathroom to the friendliness of the front-desk staff. Yet, when it comes to our healthcare system, it has been virtually impossible for a consumer to find out what it will cost for any given procedure or course of treatment, and to determine whether the quality of care is worth the price."

This new consumerism tool is implemented to support both employees and the university to better understand the cost of health care services and be better consumers of all dollars spent (employee and employer). More specifically, Castlight lists estimated costs for doctors and medical services that are calculated from aggregated claims data from our provider, Anthem and Anthem's National Consumer Cost Tool (NCCT). Castlight continuously updates this information as Anthem members submit claims. Although not all medical services show prices in Castlight, Castlight can show you prices for the doctors and services that Wright State University employees most commonly use. It frequently updates all kinds of useful information to help you shop for medical services.

Also, Castlight's mobile app works on most devices. An application is available for iOS, Android, and Windows Phone devices has allowed Wright State to see an enrollment of 38% of benefit eligible employees and a return usage rate of 84%. We are told by Castlight that our enrollment and return usage is very high in their overall book of business.

Wright State also continues to cost shift to be more in line with benchmarks/industry norms moving steadily from 13.5% in 2014 to 16.0% in 2016. Further, for CY17 the University reduced HSA contributions for staff employees and will continue to do so landing at a benchmark level of 25% of deductible as planned for CY18. The University also added in CY17 a 10% co-insurance on the HDHP plan after the initial deductible is reached. The university has established plan design changes for CY18 that includes the elimination of the most expensive plan (90/10) but preserving employee choice of a revised 80/20 plan and HDHP.

> **(Optional) Has the college/university achieved any expected annual cost savings through health-care efficiencies? Please explain how cost savings were estimated.**
>
> Any health care savings for the University has been offset by renewal and trend increases. However, the University will roll-out a new plan design in the fall of 2017 for CY18 that absorbs renewal and trend increases. Any overall savings to the University will occur as cost shifting towards the 20% employee premium share is realized. Further, we will be adding a new tier structure to support rising costs of spouses on the plan and add a fourth drug tier for specialty drugs. We will evaluate a pharmacy narrow network or new formulary adoption for CY19.

5E Data centers: The College/university must develop a plan to move their primary or disaster recovery data centers to the State of Ohio Computer Center (SOCC). Please complete the section that aligns with the implementation status of your college/university.

> **Has the college/university implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.**
>
> Wright State has a recently upgraded data center 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 data center (including the revenue created by our hosting services), it would cost Wright State an additional annual $200,000 to $250,000 to move to the SOCC. Given this current situation, it would not be prudent for us to move to the SOCC.
>
> A few of the 17 customers of the Wright State Datacenter are from Ohio State. Given the proximity of the SOCC to Ohio State's main campus, it will be important to offer a disaster recovery site outside of the Columbus area. The Wright State Datacenter works well for that situation and offers hosting services at a lower cost than the SOCC does.
>
> **If the college/university has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the college/university has not implemented this recommendation, please provide the rationale.**
>
> **If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.**

5F Space utilization: Each college/university must study the utilization of its campus and employ a system that encourages optimization of physical spaces. Please complete the section that aligns with the implementation status of your college/university. Please complete the section that aligns with the implementation status of your college/university.

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

Facilities Management completed an inventory of all Dayton Campus space reviewing assignment and utilization of all space on campus. This inventory will be used to assist in the consolidation of vacant or underutilized space on campus. In addition, Facilities Management is piloting a detailed analysis of the assignment of space based on peer standards with the College of Education and Human Services.

Because of budget pressures the number of faculty and staff have been significantly reduced. This has created the opportunity to move departments from off campus leased locations into consolidated vacant space on campus. An initial annual savings of $400,000 is expected to be realized once the department moves have been completed.

In addition, departments that have staff in various locations will be able to bring those staff together into contiguous space which will increase the efficiencies and effectiveness of those units.

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

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Energy

Energy Efficiencies seek to refine sustainable methods utilized by college/university 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.

Were there any updates/changes to college/university energy efficiency projects in FY17? If yes, please complete the below chart.

Project	Collaborative Partnership(s)	Explanation
In-house Controls Automation (Lake Campus)		This project integrated our building automation which allows us to view and make changes in the systems without sending out any manpower

The University, through HB 7, was able to achieve significant energy savings that have proven to hold true through FY '15/'16. We reported an anticipated energy spend for '15/16' to be $4,072,000. The actual spend came in at $4,090,690 which represents over $1,000,000 in energy savings from our spend in FY'12. The University after this first year measurement looked at the ESCO agreement and linked services agreements. It was determined that the University could save money by performing many of these measures in-house. Thus, ended the service agreement with our energy performance contractor, ABM Building Solutions. As part of the service agreement, WSU was paying ABM for various services they performed as well as marked-up subcontracted services through their contract. An analysis of these costs showed a savings of over $230,000. These savings were achieved by a combination of bidding, direct contracting with vendors or performing some items in-house. The saving from releasing ABM from their guaranteed saving contract and service agreement on top of our improved energy cost has been a significant win for the University.

These energy successes on the University's Dayton campus inspired a review of the Lake Campus operations in Celina, Ohio. Over the past year, the University has integrated Lake Campus into our main building automation system. This resulted in greater efficiency with control and monitoring of all our electrical and mechanical systems on that campus. Being able to control and monitor these systems will result in decreased energy consumption in the future as well as providing a more efficient use of labor in diagnosing and correcting issues that arise. The University is working closely with Tri Star Career Compact (a career technical training center for high school students in Celina, Ohio) to collaborate with them not only on our educational programs, but also in negotiating better utility rates for our campuses. We are excited to see what these initiatives will deliver in the upcoming years.

Across all our campuses, the University has continued to replace variable frequency drives to gain more control of our equipment and provide operational efficiency. This allows larger pieces of equipment to use less energy on startup and operate less than 100%, extending the life of the equipment and saves energy. The University has installed tankless hot water heaters on the domestic hot water lines and converted some units from electric to natural gas. The University has audit programs in place, which include continuous retro commissioning of all buildings. Efficiencies gained in the past year have allowed for better control and produced gains in worker efficiency. Over the past year, the University increased its overall square footage by 3%. With the initiates and programs we currently have in place, energy consumption with this increase in square footage resulted in a reduction in energy consumption from $1.80/sf in FY '12 to $1.42/sf in FY '17.

Regional Compacts

Ohio Revised Code Section 3345.59 requires regional compacts of Ohio's public colleges and universities, with an executed agreement in place by June 30, 2018 for colleges and universities to collaborate more fully on shared operations and programs. Per O.R.C. §3345.59 {E} colleges and universities shall report within their annual efficiency report the efficiencies gained as a result of the compact. This provision will be included in the *FY18* Efficiency Advisory Committee survey; therefore, institutions should prepare accordingly to meet this timeline.

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. Please complete the section that aligns with the implementation status of your college/university.

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

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

In response to student and faculty leadership resolutions, a working group was formed to address the issue of textbook affordability and access to course materials. Representatives of several campus stakeholders met weekly over the course the summer and developed several key strategies and initiatives. Those strategies/initiatives were incorporated into a Faculty Senate resolution that charges the University to pursue a set of synergistic approaches that, together, are expected to result in what could be a 75% reduction in annual textbook costs when fully implemented in the fall semester of 2019 with incremental savings each semester beginning in the spring semester of 2018.

The central strategy is the transition to an "inclusive access" model for course materials. In this model, students will pay a set fee (the lowest single price point available, often 50 to 70% off list and less than wholesale) for all educational resources associated with a set of courses that are part of the inclusive access program. The fee will be collected by the university's bursar and textbooks will be waiting for the students in the campus bookstore (or available digitally through the institution's learning management system) before the first day of class. Key aspects of an inclusive access model are the use of a professional negotiator (our campus bookstore – Barnes & Noble Education; BNED) and the adaptation of our ERP (Banner) that would allow students to opt out of the fee charged for course materials if they chose to do so.

The Wright State University's Registrar, Bursar, AVP of Enrollment Management/Director of Financial Aid, Chief Information Officer and campus bookstore are working to initiate a pilot of the inclusive access model that involves at least five courses in the spring semester of 2018 and plan to be able to support at least twenty high-enrollment Wright State courses in the fall semester of 2018 while exploring the possibility of negotiating in concert with other public institutions of higher education in Ohio (and sharing resources in the development of the necessary changes to Banner).

A complementary strategy to the inclusive access approach is the development of a "textbook auto adopt" Wright Way Policy that allows the campus bookstore (BNED) to assume that if an instructor: 1) has taught a course within the past two academic years, and 2) has not identified a textbook prior to the time that students can first enroll for the same course in an upcoming semester, that the instructor will use the same textbook (including edition and format) they had used the last time they taught the course.

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

6B Standardize materials: Colleges and universities must encourage departments to choose common materials, including digital elements, for courses that serve a large enrollment of students. Please complete the section that aligns with the implementation status of your college/university.

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

Generally, textbooks and course materials for multi-section classes are selected by a departmental curriculum committee. This ensures a common text for all sections.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

6C Develop digital capabilities: Colleges and universities 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 complete the section that aligns with the implementation status of your college/university.

Please explain your efforts to develop digital tools and materials.

The Wright State Faculty Senate is creating an ad hoc Open Educational Resources Committee modeled after the committee by that name at Miami University. At the same time, the University's provost office is exploring ways to make available funds of up to $10,000 to use in the 2017-2018 academic year to incentivize instructional faculty to adopt and/or adapt Open Educational Resources for high enrollment courses.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Ohio Revised Code Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts towards reducing textbook costs for students. Please discuss all practices implemented that ensure students have access to textbooks at an affordable price. Also, please identify efficiencies captured from your practices.

The following strategies are expected to have a high impact and require low to medium effort:

Encourage use of Inclusive Access model: Under the Inclusive Access delivery model, students pay a set fee (the lowest single price point available, often 50 to 70% off list and less than wholesale) that is negotiated between an institution's bookstore and the publisher. Course materials are delivered to students on or before the first day of the course (depending on format). The materials fee is billed through the Bursar along with tuition and course fees. Striking increases in student success have been seen for courses that participate in Inclusive Access programs.

Auto-adopt textbook adoption policy: Courses that have been taught by the same instructor in the previous two years will automatically adopt the previously used text unless the instructor opts-out or selects a different text before the adoption deadline.

Educational Activities/Initiatives: The bookstore will coordinate and collaborate on activities and initiatives that increase faculty and student awareness of textbook tools, information, and cost savings strategies. These include: Training and information sessions on FacultyEnlight, visits to department meetings to share information and best practices, messaging on use of FacultyEnlight included in department chair course scheduling communications, and print materials outlining cost-saving strategies for faculty, students, and bookstore administration.

The following strategy would be likely to have a high impact and require medium effort:

Encourage use of Open Educational Resources (OER) Courseware for eligible courses: Barnes and Noble offers OER courseware for 10 high-enrollment courses that is low-cost, customizable by the instructor, and includes analytics tools to track student progress. One of the ten BNED OERs is being used for a high-enrollment course (BIO 1120) in the fall of 2017 and the change from the book used the previous years will result in a savings to WSU of at least $100,000. Miami University and Ohio University have incentivized faculty to adopt and adapt OER materials through professional development grants.

The following strategies are expected to have a medium impact and require low effort:

Adoption lunch/event for faculty of highest-enrollment courses/highest-cost course materials: Barnes and Noble hosts a textbook adoption lunch/event aimed at on-time adoption, use FacultyEnlight for textbook comparison/selection, and promotion of format/delivery options. Targeting these faculty impacts to the greatest number of students and allows for more targeted support.

Barnes and Noble provides incentives to departments for on-time and/or cost reduction targets: An incentive such as store credit, additional discount, or merchandise is offered to departments that achieve a target percentage of on-time adoptions or percent reduction in cost of course materials.

The following strategies are expected to have a medium impact and require medium effort:

Standardized utilization of department coordinator for book orders: The role of department book coordinator will be established and standardized for each academic department. The person assuming this role will serve as the liaison/communication hub between the bookstore and department faculty, will complete textbook selections (when applicable), and will track course material selections to ensure timely adoption.

Data-sharing of historical cost of materials by course/department: Historical data on course material pricing (all formats) for all department courses will be provided to the department chair and faculty to bring awareness to similarities/differences in cost between course sections and overall costs assumed by students in department programs.

Student surveys related to satisfaction/use of materials: Student Government will survey students (on an ongoing basis) on the use and satisfaction of course materials. Surveys may be segmented to provide comparison of different formats/delivery models such as First Day and OER Courseware. This information will be aggregated and presented to faculty.

The following strategies are expected to have a low impact and require low effort:

Student Government recognizes departments with high on-time adoption rates: Student Government will select a public format to recognize departments that have aided in textbook affordability efforts by achieving high rates of on-time adoptions.

Encourage faculty to donate unwanted exam copies to University Libraries: Student Government and University Libraries will collaborate to encourage faculty to donate unwanted exam copies of textbooks to the University Libraries for access/use by students rather than selling the materials to textbook buyers.

Ohio Revised Code Section 3333.951(D) requires Ohio's public colleges and universities to conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor by a date prescribed by the Chancellor. Please note that the study will be due on the same submission timeline as the *FY18* Efficiency Advisory Committee survey; therefore, institutions should prepare accordingly to meet this timeline.

Recommendation 7 | Time to Degree

7A Education campaign: Each college/university 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). Please complete the section that aligns with the implementation status of your college/university.

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

Wright State continues to implement high-impact best practices including strategies recommended by Complete College America that help increase student completion. Including, 1) "15 to finish", 2) structured schedules, and 5) guided pathways. Although a major marketing campaign encouraged students to "Take 5" in our then new semester system, students often take the minimum 12 credits to meet full-time requirements for financial aid due to a high number of students working while attending college. Structured schedules and block scheduling around cohort, and, therefore, meta-majors (or guided pathways), have been found to help students stay on-time rather than just full-time. Advisors play a major role in achieving this goal and provide students with options for a 15-hour course load each semester. Advising at Wright State has been centralized to move personnel around cluster (meta-majors) to take advantage of advising opportunities around 1) common career outlook, 2) migration of students to majors, and 3) the potential for block scheduling.

> **If the college/university has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the college/university has not implemented this recommendation and does not plan to do so, please provide the rationale.**
>
> **If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.**

7B Graduation incentive: Colleges and universities should consider establishing financial incentives to encourage full-time students to take at least 15 credits per semester. Please complete the section that aligns with the implementation status of your college/university.

> **Has the college/university implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.**
>
> Flat Rate of Tuition: Wright State University offers students a flat rate of tuition for full-time students. Students taking 11-18 credit hours pay one low rate of tuition, offering a built-in financial incentive to take additional credits.
>
> Summer Discount: Wright State offers a 20% discount on the first course that an undergraduate student takes in the summer if he/she has completed at least 24 hours during the preceding Fall and Spring semesters. The objective of this incentive is to aid students in attaining the 30 hours per semester to graduate in four years.
>
> Wright Guaranteed Tuition Plan: Beginning in the Fall 2018 semester, Wright State University will provide new undergraduate students a four-year tuition guarantee program. Under this program, student tuition will be guaranteed to remain at the same rate for 12 consecutive semesters, promoting timely graduation and reducing college expense.
>
> **If the college/university has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the college/university has not implemented this recommendation and does not plan to do so, please provide the rationale.**
>
> **If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.**
>
> The strategies and approaches described in last year's report also remain in place and continue to be evaluated as part of a continuous process of improvement.

7C Standardize credits for degree: Colleges and universities should streamline graduation requirements so that most bachelor's degree programs can be completed within 126 credit hours or less and associate degree programs can be completed within 65 credit hours or less. Exceptions are allowed for accreditation requirements. Please complete the section that aligns with the implementation status of your college/university.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below. This recommendation was fully implemented in FY16 and no substantial changes occurred. All undergraduate degree programs require 120 credit hours for completion with the exception of one program in which the student earns two licensures simultaneously.

7D Data-driven advising: Colleges and universities 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. Please complete the section that aligns with the implementation status of your college/university.

Has the college/university 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 (what Wright State has branded as "RAPS", Raider Academic Progress System) 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 deployed the upgraded SSC Campus which includes a more robust scheduling and early alert system. In addition, a corresponding smartphone app provides students with student-specific information to facilitate completion of enrollment processes including the ability to schedule advising appointments through the app or online.

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

7E Summer programs: Colleges and universities must develop plans to evaluate utilization rates for summer session and consider opportunities to increase productive activity. In particular, colleges and universities should consider adding summer-session options for high-demand classes and bottleneck courses that are required for degree completion. Please complete the section that aligns with the implementation status of your college/university.

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.

Summer Programs. Wright State University has long supported the community through its summer program offerings. 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. 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.

A summer bridge program targeted to students who need remediation in writing; however, includes a track for college-level writers. Students enroll in ENG 1100 and, if needed, the developmental writing course as part of the Accelerated Learning Program (ALP) co-requisite model. Students who meet college-level writing test scores enroll in a general education course. Students who successfully complete summer and remain in academic good standing earn a scholarship for the following Spring semester.

Summer Tuition Discount Program. More than 1,800 students took advantage of Wright State University's Summer Tuition Discount Program, saving a combined cost of tuition in excess of $410,000. The Summer Tuition Discount Program encourages full-time students to take a least 30 credits per year. Undergraduate Ohio students who successfully complete at least 24 credit hours during the prior two semesters (fall 2016 and spring 2017) were 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.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

7F Pathway agreements: Colleges and universities 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. Please complete the section that aligns with the implementation status of your college/university.

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

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

Please see attached spreadsheet for a complete list of all pathway agreements (Appendix G)AA.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

7G Competency-based education: Colleges and universities 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. Please complete the section that aligns with the implementation status of your college/university.

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

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

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Recommendation 8 | Course and Program Evaluation

8 Duplicative Programs: Colleges and universities should review and address low-enrolled courses and programs and consolidate programs duplicated at other colleges and universities in your geographic area. Please indicate the section that aligns with the implementation status of your college/university. There is no need to provide your report.

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

The low enrollment course review was approved by the Wright State Board of Trustees on February 12, 2016, and submitted to the Ohio Department of Higher Education. The initial duplicative program report was approved by the Board of Trustees on April 28, 2017. The final duplicative program report will be submitted to the Board of Trustees for approval at their December meeting and subsequently provided to the Ohio Department of Higher Education.

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

If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.

Course and Program Sharing: What courses/programs are currently being shared with other colleges and universities?		
Course/Program	**Partnering College/University**	**Explanation**
History: HST 3302	Central State University	Share course through synchronous transmission.

Recommendation 9 | Co-located Campuses

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

Co-located Campus: _____

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please explain in detail your findings related to this shared service or best practice.

Please explain your approach and process to sharing services with your co-located campus.
Please identify and discuss best practices that have been identified by the co-located campuses.
Please provide your estimated cost savings from shared services between the co-located campuses.

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. Please complete the section that aligns with the implementation status of your college/university.

> **Has the college/university implemented this recommendation? If yes, please provide an overview of the process used and the key outcomes.**
>
> Financial literacy has been incorporated into the syllabus and course content of the Freshman Seminar.

> **If the college/university has not implemented this recommendation, is there a plan to implement? If yes, what is the implementation plan? If the college/university has not implemented this recommendation and does not plan to do so, please provide the rationale.**
>
> **If this recommendation was fully implemented in FY16 and no substantial changes occurred in FY17, please indicate below.**

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 college/university?**

Construction Reform

> **With the Construction Reform legislation in 2012, please describe the outcomes, efficiencies gained, and benefits to students from implementing this reform.**

Additional Practices

> **Are there additional efficiency practices your college/university implemented in FY17 to ensure students have access to an affordable and quality education? Please identify.**

_____

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

The following charts allow each college/university to report this information. For the first chart, please provide, if applicable, any actual cost savings to the college or university and/or students for fiscal year 2017 (or expected annual cost savings) for each of the recommendations from the Task Force. (Please note this does NOT include cost avoidance.)

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

Please use the chart below to capture, if applicable, FY17 cost savings, or expected annual savings, to the college/university in actual dollars:

Recommendation	If applicable, provide the actual FY17 cost savings, or expected annual cost savings, to the institution and/or student. Please specify. *Put NA if no savings
Efficiency Practices	
3A: Campus Contracts	$338,967
3B: Collaborative contracts	$8,557,750
4A: Asset Review	$350,000
4B: Operations Review	$2,000,000
4C: Affinity partnerships and sponsorships	$6,145,280
5A: Cost diagnostic	
5B: Productivity measure	
5C: Organizational Structure	
5D: Health-care costs	$1,032,000
5E: Data Centers	
5F: Space utilization	
Energy projects	
Academic Practices and Policies	
6A – 6C and textbook efficiency practices	
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 and low-enrollment courses and programs	
9: Shared services at co-located campuses	
Construction Reform	
10A: Financial advising:	
Additional efficiency practices	
Total Expected Annual Cost Savings:	$18,423,997

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		

Wright State University

Basic Data Series - University Main Campuses
Unrestricted Expense per Student FTE

Appendix A

Fiscal Year	Expenditures	WSU Main Campus Unrestricted Expense	State Total University Main Campuses Unrestricted Expense	Wright State University - Main Campus	University Main Campuses Total	WSU	State Average	WSU as % of State Average
	BASIC DATA SERIES - Education & General Expenditures (EE) Query			**Student FTE Enrollment Data (HEI Reports)**		**Unrestricted Expense per Student FTE**		
2007	Academic Support	$ 37,613,919	$ 493,218,651	13,961	232,107	$ 2,694	$ 2,125	126.8%
2008	Academic Support	$ 39,695,543	$ 496,333,637	14,088	236,383	$ 2,818	$ 2,100	134.2%
2009	Academic Support	$ 39,464,323	$ 511,931,786	14,600	240,740	$ 2,703	$ 2,126	127.1%
2010	Academic Support	$ 39,747,349	$ 517,974,535	15,055	250,366	$ 2,640	$ 2,069	127.6%
2011	Academic Support	$ 37,560,190	$ 544,512,332	15,725	259,493	$ 2,389	$ 2,098	113.8%
2012	Academic Support	$ 40,254,881	$ 574,050,517	15,588	262,647	$ 2,582	$ 2,186	118.2%
2013	Academic Support	$ 38,532,620	$ 599,203,067	13,984	252,479	$ 2,755	$ 2,373	116.1%
2014	Academic Support	$ 40,577,002	$ 638,339,005	14,045	255,846	$ 2,889	$ 2,495	115.8%
2015	Academic Support	$ 42,808,102	$ 659,509,700	14,043	255,147	$ 3,048	$ 2,585	117.9%
2016	Academic Support	$ 44,891,647	$ 684,379,657	14,034	256,913	$ 3,199	$ 2,664	120.1%
*2017**	*Academic Support*	*$ 41,555,475*	*$ 684,379,657*	*13,718*	*256,913*	*$ 3,029*	*$ 2,664*	*113.7%*
2007	Institutional Support	$ 25,821,184	$ 480,780,660	13,961	232,107	$ 1,850	$ 2,071	89.3%
2008	Institutional Support	$ 24,426,223	$ 504,718,608	14,088	236,383	$ 1,734	$ 2,135	81.2%
2009	Institutional Support	$ 25,315,451	$ 529,557,092	14,600	240,740	$ 1,734	$ 2,200	78.8%
2010	Institutional Support	$ 24,820,807	$ 530,110,832	15,055	250,366	$ 1,649	$ 2,117	77.9%
2011	Institutional Support	$ 28,844,651	$ 573,812,446	15,725	259,493	$ 1,834	$ 2,211	83.0%
2012	Institutional Support	$ 29,407,970	$ 594,709,302	15,588	262,647	$ 1,887	$ 2,264	83.3%
2013	Institutional Support	$ 29,226,559	$ 646,519,482	13,984	252,479	$ 2,090	$ 2,561	81.6%
2014	Institutional Support	$ 32,369,426	$ 696,112,812	14,045	255,846	$ 2,305	$ 2,721	84.7%
2015	Institutional Support	$ 33,221,943	$ 652,795,886	14,043	255,147	$ 2,366	$ 2,559	92.5%
2016	Institutional Support	$ 36,639,416	$ 660,157,238	14,034	256,913	$ 2,611	$ 2,570	101.6%
*2017**	*Institutional Support*	*$ 34,217,324*	*$ 660,157,238*	*13,718*	*256,913*	*$ 2,494*	*$ 2,570*	*97.1%*

* For FY2017, WSU's Unrestricted Expense is from Banner as of 8/18/17 and WSU Student FTE is FY2016 with -2.25% decrease applied (Day 14 credit hour percent change FY16 to FY17) and State Total data is FY16's data.

Fiscal Year	Expenditures	WSU Main Campus Unrestricted Expense	State Total University Main Campuses Unrestricted Expense	Wright State University - Main Campus	University Main Campuses Total	WSU	State Average	WSU as % of State Average
		BASIC DATA SERIES - Education & General Expenditures (EE) Query		**Student FTE Enrollment Data (HEI Reports)**		**Unrestricted Expense per Student FTE**		
2007	Instruction & Departmental Research	$ 86,529,032	$ 1,864,111,677	13,961	232,107	$ 6,198	$ 8,031	77.2%
2008	Instruction & Departmental Research	$ 95,107,601	$ 1,966,948,992	14,088	236,383	$ 6,751	$ 8,321	81.1%
2009	Instruction & Departmental Research	$ 101,431,172	$ 2,039,488,257	14,600	240,740	$ 6,947	$ 8,472	82.0%
2010	Instruction & Departmental Research	$ 93,210,078	$ 2,045,167,344	15,055	250,366	$ 6,191	$ 8,169	75.8%
2011	Instruction & Departmental Research	$ 90,809,866	$ 2,063,558,122	15,725	259,493	$ 5,775	$ 7,952	72.6%
2012	Instruction & Departmental Research	$ 109,201,881	$ 2,120,210,059	15,588	262,647	$ 7,006	$ 8,072	86.8%
2013	Instruction & Departmental Research	$ 112,065,906	$ 2,193,207,389	13,984	252,479	$ 8,014	$ 8,687	92.3%
2014	Instruction & Departmental Research	$ 113,795,920	$ 2,216,200,267	14,045	255,846	$ 8,102	$ 8,662	93.5%
2015	Instruction & Departmental Research	$ 120,301,969	$ 2,266,134,979	14,043	255,147	$ 8,567	$ 8,882	96.5%
2016	Instruction & Departmental Research	$ 120,465,150	$ 2,356,774,247	14,034	256,913	$ 8,584	$ 9,173	93.6%
2017*	*Instruction & Departmental Research*	*$ 125,394,072*	*$ 2,356,774,247*	*13,718*	*256,913*	*$ 9,141*	*$ 9,173*	*99.6%*
2007	Plant Operation and Maintenance	$ 17,282,074	$ 348,760,665	13,961	232,107	$ 1,238	$ 1,503	82.4%
2008	Plant Operation and Maintenance	$ 17,982,823	$ 366,240,683	14,088	236,383	$ 1,276	$ 1,549	82.4%
2009	Plant Operation and Maintenance	$ 19,890,493	$ 386,144,815	14,600	240,740	$ 1,362	$ 1,604	84.9%
2010	Plant Operation and Maintenance	$ 20,185,490	$ 373,807,993	15,055	250,366	$ 1,341	$ 1,493	89.8%
2011	Plant Operation and Maintenance	$ 20,713,461	$ 367,189,574	15,725	259,493	$ 1,317	$ 1,415	93.1%
2012	Plant Operation and Maintenance	$ 20,408,365	$ 363,876,883	15,588	262,647	$ 1,309	$ 1,385	94.5%
2013	Plant Operation and Maintenance	$ 20,983,755	$ 373,357,098	13,984	252,479	$ 1,501	$ 1,479	101.5%
2014	Plant Operation and Maintenance	$ 19,960,454	$ 370,811,836	14,045	255,846	$ 1,421	$ 1,449	98.1%
2015	Plant Operation and Maintenance	$ 22,518,865	$ 380,030,725	14,043	255,147	$ 1,604	$ 1,489	107.7%
2016	Plant Operation and Maintenance	$ 22,679,632	$ 369,662,583	14,034	256,913	$ 1,616	$ 1,439	112.3%
2017*	*Plant Operation and Maintenance*	*$ 19,598,689*	*$ 369,662,583*	*13,718*	*256,913*	*$ 1,429*	*$ 1,439*	*99.3%*

* For FY2017, WSU's Unrestricted Expense is from Banner as of 8/18/17 and WSU Student FTE is FY2016 with -2.25% decrease applied (Day 14 credit hour percent change FY16 to FY17) and State Total data is FY16's data.

Fiscal Year	Expenditures	WSU Main Campus Unrestricted Expense	State Total University Main Campuses Unrestricted Expense	Wright State University - Main Campus	University Main Campuses Total	WSU	State Average	WSU as % of State Average
				Student FTE Enrollment Data (HEI Reports)		**Unrestricted Expense per Student FTE**		
2007	Public Service	$ 4,935,093	$ 108,947,172	13,961	232,107	$ 353	$ 469	75.3%
2008	Public Service	$ 5,095,809	$ 114,219,346	14,088	236,383	$ 362	$ 483	74.9%
2009	Public Service	$ 5,471,597	$ 117,904,856	14,600	240,740	$ 375	$ 490	76.5%
2010	Public Service	$ 6,467,619	$ 119,447,088	15,055	250,366	$ 430	$ 477	90.0%
2011	Public Service	$ 5,675,145	$ 117,268,080	15,725	259,493	$ 361	$ 452	79.9%
2012	Public Service	$ 6,050,160	$ 118,255,684	15,588	262,647	$ 388	$ 450	86.2%
2013	Public Service	$ 6,477,237	$ 123,876,138	13,984	252,479	$ 463	$ 491	94.4%
2014	Public Service	$ 6,221,092	$ 127,928,217	14,045	255,846	$ 443	$ 500	88.6%
2015	Public Service	$ 5,932,027	$ 124,754,620	14,043	255,147	$ 422	$ 489	86.4%
2016	Public Service	$ 6,302,232	$ 132,106,179	14,034	256,913	$ 449	$ 514	87.3%
*2017**	*Public Service*	*$ 4,431,014*	*$ 132,106,179*	*13,718*	*256,913*	*$ 323*	*$ 514*	*62.8%*
2007	Scholarships and Fellowships	$ 18,513,764	$ 360,522,066	13,961	232,107	$ 1,326	$ 1,553	85.4%
2008	Scholarships and Fellowships	$ 20,229,887	$ 387,493,456	14,088	236,383	$ 1,436	$ 1,639	87.6%
2009	Scholarships and Fellowships	$ 20,882,214	$ 405,340,725	14,600	240,740	$ 1,430	$ 1,684	84.9%
2010	Scholarships and Fellowships	$ 24,553,541	$ 445,177,997	15,055	250,366	$ 1,631	$ 1,778	91.7%
2011	Scholarships and Fellowships	$ 23,631,168	$ 462,770,791	15,725	259,493	$ 1,503	$ 1,783	84.3%
2012	Scholarships and Fellowships	$ 24,221,863	$ 499,101,963	15,588	262,647	$ 1,554	$ 1,900	81.8%
2013	Scholarships and Fellowships	$ 24,893,545	$ 544,196,068	13,984	252,479	$ 1,780	$ 2,155	82.6%
2014	Scholarships and Fellowships	$ 27,540,096	$ 573,096,557	14,045	255,846	$ 1,961	$ 2,240	87.5%
2015	Scholarships and Fellowships	$ 29,691,698	$ 611,114,845	14,043	255,147	$ 2,114	$ 2,395	88.3%
2016	Scholarships and Fellowships	$ 35,083,044	$ 665,512,729	14,034	256,913	$ 2,500	$ 2,590	96.5%
*2017**	*Scholarships and Fellowships*	*$ 34,598,404*	*$ 665,512,729*	*13,718*	*256,913*	*$ 2,522*	*$ 2,590*	*97.4%*

Table columns grouped as: BASIC DATA SERIES - Education & General Expenditures (EE) Query (WSU Main Campus Unrestricted Expense, State Total University Main Campuses Unrestricted Expense); Student FTE Enrollment Data (HEI Reports) (Wright State University - Main Campus, University Main Campuses Total); Unrestricted Expense per Student FTE (WSU, State Average, WSU as % of State Average)

* For FY2017, WSU's Unrestricted Expense is from Banner as of 8/18/17 and WSU Student FTE is FY2016 with -2.25% decrease applied (Day 14 credit hour percent change FY16 to FY17) and State Total data is FY16's data.

Wright State University

Basic Data Series - University Main Campuses
Unrestricted Expense per Student FTE

Fiscal Year	Expenditures	WSU Main Campus Unrestricted Expense	State Total University Main Campuses Unrestricted Expense	Wright State University - Main Campus	University Main Campuses Total	WSU	State Average	WSU as % of State Average
		BASIC DATA SERIES - Education & General Expenditures (EE) Query		**Student FTE Enrollment Data (HEI Reports)**		**Unrestricted Expense per Student FTE**		
2007	Separately Budgeted Research	$ 10,511,205	$ 112,388,074	13,961	232,107	$ 753	$ 484	155.5%
2008	Separately Budgeted Research	$ 7,586,206	$ 128,413,318	14,088	236,383	$ 538	$ 543	99.1%
2009	Separately Budgeted Research	$ 9,092,910	$ 128,674,303	14,600	240,740	$ 623	$ 534	116.5%
2010	Separately Budgeted Research	$ 7,692,136	$ 141,990,985	15,055	250,366	$ 511	$ 567	90.1%
2011	Separately Budgeted Research	$ 6,480,915	$ 147,369,842	15,725	259,493	$ 412	$ 568	72.6%
2012	Separately Budgeted Research	$ 6,335,820	$ 150,018,416	15,588	262,647	$ 406	$ 571	71.2%
2013	Separately Budgeted Research	$ 5,745,844	$ 157,660,059	13,984	252,479	$ 411	$ 624	65.8%
2014	Separately Budgeted Research	$ 5,387,680	$ 161,574,222	14,045	255,846	$ 384	$ 632	60.7%
2015	Separately Budgeted Research	$ 5,744,832	$ 162,058,563	14,043	255,147	$ 409	$ 635	64.4%
2016	Separately Budgeted Research	$ 10,387,686	$ 160,847,872	14,034	256,913	$ 740	$ 626	118.2%
*2017**	*Separately Budgeted Research*	*$ 4,334,685*	*$ 160,847,872*	*13,718*	*256,913*	*$ 316*	*$ 626*	*50.5%*
2007	Student Services	$ 15,243,018	$ 258,834,146	13,961	232,107	$ 1,092	$ 1,115	97.9%
2008	Student Services	$ 16,070,133	$ 269,846,807	14,088	236,383	$ 1,141	$ 1,142	99.9%
2009	Student Services	$ 16,419,013	$ 276,882,196	14,600	240,740	$ 1,125	$ 1,150	97.8%
2010	Student Services	$ 16,532,561	$ 280,205,236	15,055	250,366	$ 1,098	$ 1,119	98.1%
2011	Student Services	$ 16,690,210	$ 284,928,766	15,725	259,493	$ 1,061	$ 1,098	96.7%
2012	Student Services	$ 17,766,622	$ 283,958,582	15,588	262,647	$ 1,140	$ 1,081	105.4%
2013	Student Services	$ 18,143,108	$ 304,069,192	13,984	252,479	$ 1,297	$ 1,204	107.7%
2014	Student Services	$ 19,774,471	$ 326,880,288	14,045	255,846	$ 1,408	$ 1,278	110.2%
2015	Student Services	$ 21,806,225	$ 343,130,802	14,043	255,147	$ 1,553	$ 1,345	115.5%
2016	Student Services	$ 22,116,125	$ 351,621,410	14,034	256,913	$ 1,576	$ 1,369	115.1%
*2017**	*Student Services*	*$ 20,378,868*	*$ 351,621,410*	*13,718*	*256,913*	*$ 1,486*	*$ 1,369*	*108.5%*

* For FY2017, WSU's Unrestricted Expense is from Banner as of 8/18/17 and WSU Student FTE is FY2016 with -2.25% decrease applied (Day 14 credit hour percent change FY16 to FY17) and State Total data is FY16's data.

Wright State University
Basic Data Series - University Main Campuses
Unrestricted Expense per Student FTE

Fiscal Year	Expenditures	BASIC DATA SERIES - Education & General Expenditures (EE) Query		Student FTE Enrollment Data (HEI Reports)		Unrestricted Expense per Student FTE		
		WSU Main Campus Unrestricted Expense	State Total University Main Campuses Unrestricted Expense	Wright State University - Main Campus	University Main Campuses Total	WSU	State Average	WSU as % of State Average
2007	Grand Total	$ 216,449,289	$ 4,027,563,111	13,961	232,107	$ 15,504	$ 17,352	89.3%
2008	Grand Total	$ 226,194,225	$ 4,234,214,847	14,088	236,383	$ 16,056	$ 17,913	89.6%
2009	Grand Total	$ 237,967,173	$ 4,395,924,030	14,600	240,740	$ 16,299	$ 18,260	89.3%
2010	Grand Total	$ 233,209,581	$ 4,453,882,010	15,055	250,366	$ 15,491	$ 17,789	87.1%
2011	Grand Total	$ 230,405,606	$ 4,561,409,953	15,725	259,493	$ 14,652	$ 17,578	83.4%
2012	Grand Total	$ 253,647,562	$ 4,704,181,406	15,588	262,647	$ 16,272	$ 17,911	90.9%
2013	Grand Total	$ 256,068,574	$ 4,942,088,493	13,984	252,479	$ 18,312	$ 19,574	93.5%
2014	Grand Total	$ 265,626,141	$ 5,110,943,204	14,045	255,846	$ 18,913	$ 19,977	94.7%
2015	Grand Total	$ 282,025,661	$ 5,199,530,120	14,043	255,147	$ 20,083	$ 20,379	98.5%
2016	Grand Total	$ 298,564,932	$ 5,381,061,915	14,034	256,913	$ 21,274	$ 20,945	101.6%
*2017**	*Grand Total*	*$ 284,508,532*	*$ 5,381,061,915*	*13,718*	*256,913*	*$ 20,739*	*$ 20,945*	*99.0%*

* For FY2017, WSU's Unrestricted Expense is from Banner as of 8/18/17 and WSU Student FTE is FY2016 with -2.25% decrease applied (Day 14 credit hour percent change FY16 to FY17) and State Total data is FY16's data.

ADS - Student FTE - Main Campus excluding BSOM

Year	Student FTE
2006-07	13,455
2007-08	13,599
2008-09	14,097
2009-10	14,533
2010-11	15,115
2011-12	14,977
2012-13	13,403
2013-14	13,440
2014-15	13,440
2015-16	13,402
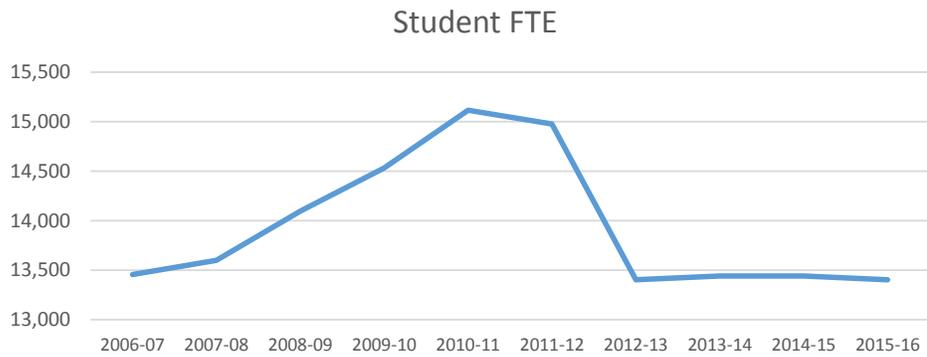
ADS - WSU All Faculty as a % of OBR Model - Main Campus excluding BSOM

Year	% of Model
2006-07	110.84%
2007-08	111.49%
2008-09	101.24%
2009-10	101.24%
2010-11	97.39%
2011-12	100.80%
2012-13	105.18%
2013-14	107.61%
2014-15	106.64%
2015-16	110.38%

Above 100% indicates WSU has more faculty than model indicates.
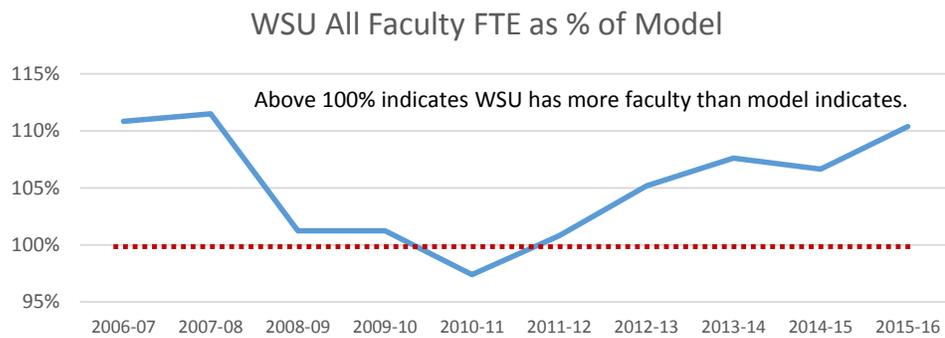
ADS - WSU Total College Revenue & Expense Ratio - Main Campus excluding BSOM

Year	Ratio
2006-07	1.786
2007-08	1.742
2008-09	1.794
2009-10	1.804
2010-11	1.945
2011-12	1.875
2012-13	1.760
2013-14	1.701
2014-15	1.649
2015-16	1.667
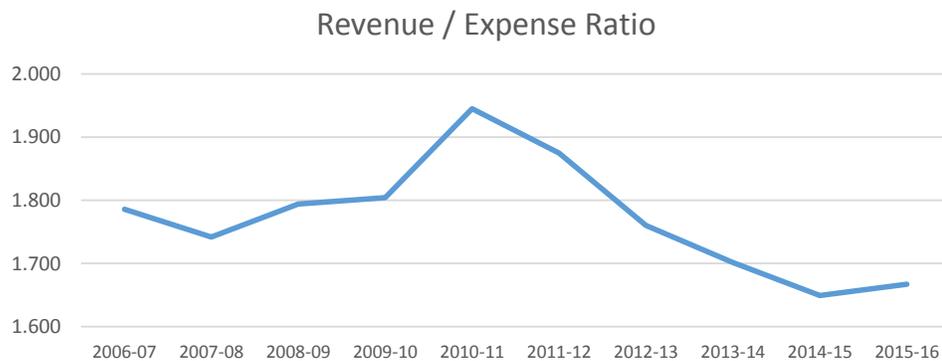
ADS - Expense per Student FTE - Main Campus excluding BSOM

Year	Ratio
2006-07	$ 7,462
2007-08	$ 7,812
2008-09	$ 7,825
2009-10	$ 7,979
2010-11	$ 7,489
2011-12	$ 7,566
2012-13	$ 8,609
2013-14	$ 9,171
2014-15	$ 9,707
2015-16	$ 9,779

Expense per Student FTE
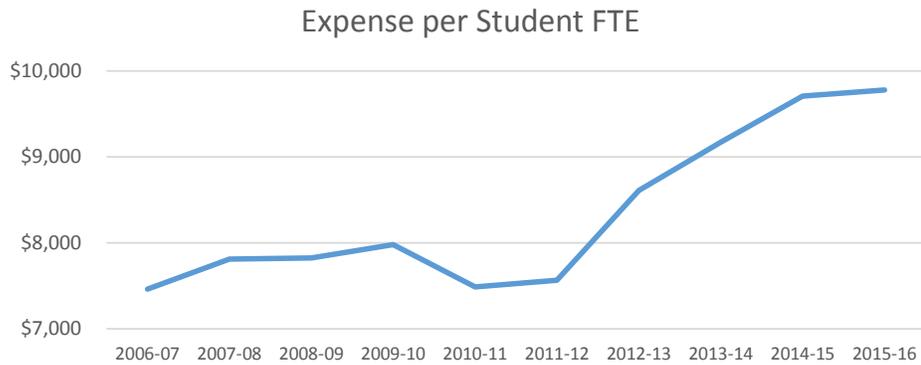
ADS - Student FTE per Faculty FTE- Main Campus excluding BSOM

Year	Ratio
2006-07	14.14
2007-08	14.15
2008-09	14.19
2009-10	14.61
2010-11	15.68
2011-12	15.61
2012-13	14.70
2013-14	13.98
2014-15	13.78
2015-16	13.46

Student FTE per Faculty FTE
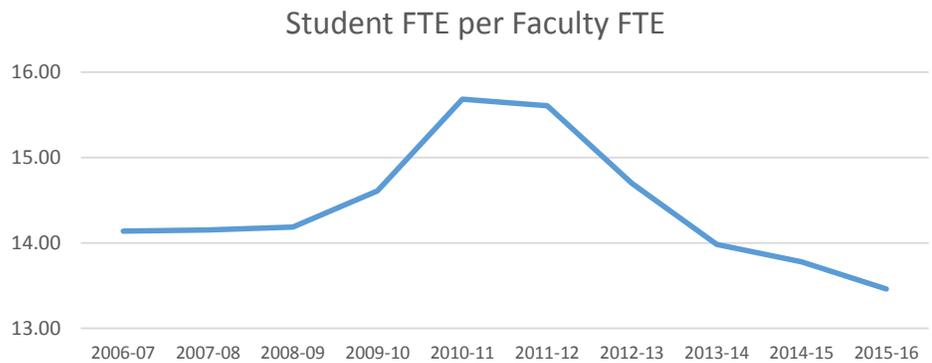
Fall 2016 Survey of Student Charges - ODHE
University Main Campuses
Undergraduate I&G fees (full time/in-state rate)

Inst.	Inst. Fee	General Fee	I&G Fee	Annualized	% of State Avg.	Fall Prelim. UG Headcount
BGSU	$ 4,548	$ 815	$ 5,363	$ 10,726	110.1%	14,857
CSU	$ 1,963	$ 1,160	$ 3,123	$ 6,246	64.1%	1,730
CLEV	$ 4,051	$ 833	$ 4,884	$ 9,768	100.2%	12,433
KENT	$ 4,196	$ 810	$ 5,006	$ 10,012	102.7%	22,627
MIAM	$ 5,837	$ 1,280	$ 7,117	$ 14,233	146.1%	16,972
NEOM						
OSU	$ 4,584	$ 434	$ 5,018	$ 10,037	103.0%	45,831
OU	$ 4,640	$ 661	$ 5,301	$ 10,602	108.8%	23,585
SHAW	$ 3,125	$ 557	$ 3,682	$ 7,364	75.6%	3,603
AKRN	$ 4,309	$ 826	$ 5,135	$ 10,270	105.4%	17,534
UC	$ 4,661	$ 839	$ 5,500	$ 11,000	112.9%	25,860
TOLEDO	$ 4,026	$ 664	$ 4,690	$ 9,380	96.3%	16,247
WSU	$ 3,791	$ 574	$ 4,365	$ 8,730	89.6%	12,504
YSU	$ 3,240	$ 919	$ 4,159	$ 8,317	85.3%	11,395

STATE AVERAGE			$ 4,873	$ 9,745		

Fall 2016 Survey of Student Charges - ODHE
University Main Campuses
Graduate I&G fees (full time/in-state rate)

Inst.	Inst. Fee	General Fee	I&G Fee	Annualized	% of State Avg.	Fall Prelim. Grad & Prof. Headcount
BGSU	$ 5,084	$ 815	$ 5,899	$ 11,798	101.8%	2,793
CSU	$ 3,285		$ 3,285	$ 6,570	56.7%	12
CLEV	$ 6,078	$ 900	$ 6,977	$ 13,954	120.5%	4,516
KENT	$ 4,735	$ 810	$ 5,545	$ 11,090	95.7%	6,478
MIAM	$ 5,800	$ 963	$ 6,763	$ 13,526	116.8%	2,648
NEOM	$ 4,779	$ 333	$ 5,112	$ 10,224	88.3%	959
OSU	$ 5,780	$ 432	$ 6,212	$ 12,425	107.2%	13,651
OU *	$ 4,094	$ 661	$ 4,755	$ 9,510	82.1%	5,923
SHAW	$ 4,406	$ 326	$ 4,732	$ 9,463	81.7%	169
AKRN **	see annualized			$ 9,402	81.2%	3,687
UC	$ 6,395	$ 839	$ 7,234	$ 14,468	124.9%	10,777
TOLEDO	$ 6,583	$ 664	$ 7,247	$ 14,494	125.1%	4,401
WSU	$ 6,133	$ 604	$ 6,737	$ 13,474	116.3%	4,151
YSU	$ 4,978	$ 919	$ 5,896	$ 11,792	101.8%	1,361

STATE AVERAGE			$ 5,877	$ 11,585		

* source: OSU website
** average of non-professional graduate programs

Inst.	(A) UG Annualized x Hdcnt	(B) GR Annualized x Hdcnt	(C) UG + GR Total Annualized (A+B)	(D) UG + GR Prelim Hdcnt	(E) C / D	(F) % of State Avg.
BGSU	$ 159,356,182	$ 32,951,814	$ 192,307,996	17,650	$ 10,896	101.3%
CSU	$ 10,805,580	$ 78,840	$ 10,884,420	1,742	$ 6,248	58.1%
CLEV	$ 121,445,544	$ 63,018,070	$ 184,463,614	16,949	$ 10,883	101.2%
KENT	$ 226,541,524	$ 71,841,020	$ 298,382,544	29,105	$ 10,252	95.3%
MIAM	$ 241,562,476	$ 35,816,848	$ 277,379,324	19,620	$ 14,138	131.4%
NEOM	$ -	$ 9,804,816	$ 9,804,816	959	$ 10,224	95.0%
OSU	$ 459,996,581	$ 169,610,945	$ 629,607,526	59,482	$ 10,585	98.4%
OU *	$ 250,048,170	$ 56,327,730	$ 306,375,900	29,508	$ 10,383	96.5%
SHAW	$ 26,533,068	$ 1,599,291	$ 28,132,359	3,772	$ 7,458	69.3%
AKRN **	$ 180,076,985	$ 34,666,133	$ 214,743,118	21,221	$ 10,119	94.1%
UC	$ 284,460,000	$ 155,921,636	$ 440,381,636	36,637	$ 12,020	111.7%
TOLEDO	$ 152,396,210	$ 63,788,622	$ 216,184,832	20,648	$ 10,470	97.3%
WSU	$ 109,159,920	$ 55,930,574	$ 165,090,494	16,655	$ 9,912	92.1%
YSU	$ 94,775,406	$ 16,049,565	$ 110,824,971	12,756	$ 8,688	80.8%
State Total/Average			$ 3,084,563,551	286,704	$ 10,759	

FY 2018 Budget Reduction Summary
In (000's)

Appendix D

	Personnel	Operations	TOTAL
Boonshoft School of Medicine	$ 2,200	$ 800	$ 3,000
College of Education and Human Services	895	392	1,287
College of Engineering and Computer Science	1,360	1,529	2,889
College of Liberal Arts	1,285	181	1,466
College of Nursing and Health	570	9	579
College of Science and Mathematics	655	550	1,205
Raj Soin College of Business	280	780	1,060
School of Professional Psychology	216	660	876
Athletics	191	(1,600)	(1,409)
Business and Finance	540	500	1,040
Computing and Telecommunications	984	17	1,001
Emergency Management Services	240	(148)	92
Facilities Management and Services	1,216	871	2,087
Human Resources	246	(22)	224
Lake Campus		1,000	1,000
Libraries	645	370	1,015
President	381	(90)	291
Provost	698	1,336	2,034
Research and Graduate Studies	527	316	843
Student Affairs	1,021	740	1,761
University Advancement	540	-	540
VRIP and Other Attrition	8,000		8,000
TOTAL	$ 22,690	$ 8,191	$ 30,881

FY 2018 Position Reduction Summary

Employee Type	Filled		Vacant		Reduced FTE		Total	
	Position Count	Sum of Total	Position Count	Sum of Total	Position Count	Sum of Total	Position Count	Sum of Total
Faculty	0	$ -	39	$ 4,229,587	3	$ 69,391	42	$ 4,298,978
Classified	15	$ 715,398	13	$ 690,431	2	$ 35,172	30	$ 1,441,001
Unclassified	42	$ 2,803,397	67	$ 5,331,761	8	$ 106,888	117	$ 8,242,046
Grand Total	**57**	**$ 3,518,795**	**119**	**$ 10,251,779**	**13**	**$ 211,451**	**189**	**$ 13,982,024**

Wright State University
Ratios of Faculty/Staff FTE and Student FTE

**Addition of One-Time Funded "Z" Positon FTE + Assigned FTE	**Total Faculty FTE (c+e+g+h)**	Student FTE per Total Faculty FTE	**Total Full Time Faculty FTE**	Student FTE per Total Full Time Faculty FTE	**Tenure-line Faculty FTE**	Student FTE per Tenure-line Faculty FTE	**Non Tenure-line Faculty FTE**	FTE per Non Tenure-line Faculty FTE	**Adjunct FTE**	**Grad Teach Asst. FTE**	**All Staff FTE**	Student FTE per All Staff FTE	**Unclsfd. Staff FTE**	Student FTE per Unclsfd. Staff FTE	**Clsfd. Staff FTE**	Student FTE per Clsfd. Staff FTE	All Terms Total Student FTE	% GR SCH
Total Administrative			(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(m)	(n)	(k)	(l)	(o)	(p)
FY 2012	**15.3**	967.1	**15.3**	967.1	**9.8**	1507.6	**5.5**	2697.2	**0.0**	**0.0**	**974.7**	15.2	**507.6**	29.2	**467.0**	31.8	14,835	14.3%
FY 2013	**15.3**	866.9	**15.3**	866.9	**7.8**	1704.8	**7.5**	1763.9	**0.0**	**0.0**	**985.8**	13.4	**539.6**	24.5	**446.1**	29.7	13,229	13.7%
FY 2014**	**24.7**	537.8	**23.4**	568.4	**15.3**	870.3	**8.1**	1638.5	**1.3**	**0.0**	**1026.0**	12.9	**573.7**	23.1	**452.2**	29.3	13,272	15.1%
FY 2015**	**21.8**	614.7	**21.1**	634.1	**15.3**	877.3	**5.9**	2287.0	**0.7**	**0.0**	**1034.7**	12.9	**598.9**	22.3	**435.8**	30.7	13,379	16.2%
FY 2016**	**18.5**	723.6	**17.2**	776.2	**10.3**	1296.1	**6.9**	1934.8	**1.3**	**0.0**	**1068.5**	12.5	**641.9**	20.8	**426.6**	31.3	13,350	16.4%
											33.8		*43.0*			*-9.2 change FY15 to FY16*		
Total Administrative and Total Main Campus Colleges (excluding BSoM, SoPP & University College-Instruction																		
FY 2012	**824.4**	17.4	**644.8**	22.3	**502.0**	28.6	**142.8**	100.6	**137.4**	**42.2**	**1180.0**	12.2	**605.2**	23.7	**574.8**	25.0	14,355	13.9%
FY 2013	**794.8**	16.2	**643.0**	20.0	**487.6**	26.4	**155.4**	82.8	**120.8**	**31.0**	**1194.2**	10.8	**644.8**	20.0	**549.4**	23.4	12,866	13.2%
FY 2014**	**860.9**	14.9	**702.3**	18.3	**503.7**	25.5	**198.6**	64.7	**122.3**	**36.3**	**1279.3**	10.0	**707.3**	18.2	**572.1**	22.5	12,849	14.7%
FY 2015**	**868.8**	14.9	**702.2**	18.5	**501.9**	25.8	**200.2**	64.7	**119.8**	**46.9**	**1281.0**	10.1	**740.6**	17.5	**540.4**	24.0	12,956	15.8%
FY 2016**	**870.7**	14.9	**706.4**	18.4	**503.1**	25.8	**203.3**	63.8	**117.4**	**46.8**	**1330.9**	9.7	**797.8**	16.2	**533.1**	24.3	12,963	15.9%
											49.9		*57.2*			*-7.3 change FY15 to FY16*		
Total Administrative and Total Main Campus Colleges (excluding BSoM)																		
FY 2012	**859.6**	17.3	**663.8**	22.3	**519.0**	28.6	**144.8**	102.5	**153.6**	**42.2**	**1208.3**	12.3	**620.0**	23.9	**588.3**	25.2	14,835	14.3%
FY 2013	**821.5**	16.1	**661.0**	20.0	**504.6**	26.2	**156.4**	84.6	**129.5**	**31.0**	**1219.3**	10.8	**656.7**	20.1	**562.7**	23.5	13,229	13.7%
FY 2014**	**884.6**	15.0	**719.3**	18.5	**520.7**	25.5	**198.6**	66.8	**129.0**	**36.3**	**1305.3**	10.2	**720.0**	18.4	**585.3**	22.7	13,272	15.1%
FY 2015**	**886.9**	15.1	**716.4**	18.7	**516.2**	25.9	**200.2**	66.8	**123.6**	**46.9**	**1301.1**	10.3	**749.4**	17.9	**551.7**	24.3	13,379	16.2%
FY 2016**	**891.2**	15.0	**723.2**	18.5	**518.9**	25.7	**204.3**	65.3	**121.1**	**46.8**	**1351.2**	9.9	**806.6**	16.6	**544.6**	24.5	13,350	16.4%
											50.1		*57.2*			*-7.1 change FY15 to FY16*		
Total Administrative and Total University Colleges (excluding BSoM)																		
FY 2012	**911.3**	17.3	**690.4**	22.9	**541.7**	29.2	**148.8**	106.2	**178.6**	**42.2**	**1215.5**	13.0	**624.8**	25.3	**590.6**	26.7	15,797	13.7%
FY 2013	**866.1**	16.2	**690.6**	20.4	**527.2**	26.7	**163.4**	86.1	**144.5**	**31.0**	**1227.0**	11.5	**661.0**	21.3	**566.0**	24.8	14,060	13.0%
FY 2014**	**938.9**	15.0	**755.0**	18.7	**542.3**	26.0	**212.6**	66.4	**147.7**	**36.3**	**1315.1**	10.7	**724.2**	19.5	**590.9**	23.9	14,120	14.3%
FY 2015**	**938.9**	15.2	**753.1**	18.9	**539.8**	26.4	**213.2**	66.7	**139.0**	**46.9**	**1312.2**	10.8	**754.6**	18.9	**557.6**	25.5	14,229	15.4%
FY 2016**	**943.8**	15.1	**760.2**	18.8	**540.9**	26.4	**219.3**	65.1	**136.8**	**46.8**	**1362.4**	10.5	**811.6**	17.6	**550.8**	25.9	14,277	15.4%
			7.1		*1.1*		*6.1*				*50.2*		*57.0*			*-6.8 change FY15 to FY16*		

Data sources for Academic Faculty FTE:

Tenure-line Faculty, Full-Time Non Tenure-line Faculty, Classified Staff, and Unclassified Staff FTE include budgeted FTE (unrestricted base budget "C" positions) and one-time funded "Z" position FTE with the addition of assigned FTE to C (filled & vacant) and Z (filled) positions with 0 FTE.

Adjunct FTE is calculated using the SSN's of Adjuncts from HR and merged with HEI files for Course Credit Hours (CCH) taught. 12 CCH equals 1 FTE.

Teaching Assistant FTE is based on HEI files. Each Graduate Teaching Assistant equals .33 FTE.

All Faculty and Staff FTE are listed according to where the FTE was expensed. Vacancies are included in the FTE count.

Student FTE reflects enrollment as of Day14 for all terms and is calculated by dividing the total credit hours generated by 45 in the quarter calendar and by 30 in the semester calendar.
WSU converted to the semester calendar in Fall 2012. The FY2013 student FTE is the Summer 2012 credit hours divided by 45, plus the Fall 2012 and Spring 2013 credit hours divided by 30.

Community College	4-Year University	Reported program from the community college	Reported bachelor's degree program from the community college	Reported pathway from the community college	Please verify the program	Please verify the degree	Please verify the pathway [# of years for Associates + # of years for
Chatfield College	Wright State	Business	Business--all BSBs	Associates --Business			
Chatfield College	Wright State	Social Work Assistant	Social Work, B.A.	Associates--Social Work			
Cincinnati State & Technical College	Wright State	Biology	Biological Sciences, B.A./B.S.	Associate of Science -> Biology			
Cincinnati State & Technical College	Wright State	Business	Business -- all BSBs	Pre-Business Administration -> Business			
Cincinnati State & Technical College	Wright State	Chemistry	Chemistry, B.S.	Associate of Science -> Chemistry			
Cincinnati State & Technical College	Wright State	Communication	Communication Studies, B.A.	Associate of Arts - > Communication			
Cincinnati State & Technical College	Wright State	Crime and Justice	Crime and Justice Studies, B.A.	Associate of Arts -> Crime and Justice			
Cincinnati State & Technical College	Wright State	English	English -- all B.A.s	Associate of Arts - > English			
Cincinnati State & Technical College	Wright State	History	History, B.A.	Associate of Arts -> History			
Cincinnati State & Technical College	Wright State	Mathematics	Mathematics, B.S., Applied Mathematics, B.S., Mathemati	Associates of Science--Math/Statistics			
Cincinnati State & Technical College	Wright State	Nursing	Bachelor of Science in Nursing	RN->BSN			
Cincinnati State & Technical College	Wright State	AA or AS	Organizational Leadership, B.S.	AA or AS - Organizational Leadership			
Cincinnati State & Technical College	Wright State	Psychology	Psychology, B.A./B.S.	Associate of Arts -> Psychology			
Cincinnati State & Technical College	Wright State	Sign Language Interpreting	Sign Language Interpreting, B.S.	Interpreter Training Program AAS -> Sign Language Interpreting			
Cincinnati State & Technical College	Wright State	Social Work	Social Work, B.A.	Associate of Arts -> Social Work			
Cincinnati State & Technical College	Wright State	Sociology	Sociology, B.A.	Associate of Arts -> Sociology			
Clark State Community College	Wright State	Anthropology	Anthropology, B.A.	2+2			
Clark State Community College	Wright State	Biology	Biological Sciences, B.S.				
Clark State Community College	Wright State	Biomedical Engineering	Biomedical Engineering, B.S.	2+2			
Clark State Community College	Wright State	Business	Business -- all BSBs	2+2			
Clark State Community College	Wright State	Chemistry	Chemistry, B.A./B.S.	2+2			
Clark State Community College	Wright State	Communication	Communication Studies, B.A.	2.5+1.5			
Clark State Community College	Wright State	Communication-Mass Com	Mass Communication, B.A.	2.5+1.5			
Clark State Community College	Wright State	Computer Engineering	Computer Science, B.A.	2+2			
Clark State Community College	Wright State	Computer Software Dev AAB to BA	Computer Science, B.A.	2.5+1.5			
Clark State Community College	Wright State	Computer Software Dev AS to BS	Computer Science, B.S.	2+2			
Clark State Community College	Wright State	Criminal Justice	Crime and Justice Studies, B.A.	3+1			
Clark State Community College	Wright State	Cyber Security	Computer Science, B.A.	2+2			
Clark State Community College	Wright State	Earth Science AS-BS	Earth Science, B.A./B.S.	2.5+1.5			
Clark State Community College	Wright State	Electrical Engineering	Electrical Engineering, B.S.	2+2			
Clark State Community College	Wright State	English	English -- all B.A.s	2+2			
Clark State Community College	Wright State	Environmental Health Sciences	Environmental Health Sciences, B.S.	2+2			
Clark State Community College	Wright State	Environmental Sciences	Environmental Sciences, B.S.	2.5+1.5			
Clark State Community College	Wright State	GIS Geography	Geography, B.A./B.S.	2.5+1.5			
Clark State Community College	Wright State	Graphic Design/New Media	Mass Communication, B.A.	2+2			
Clark State Community College	Wright State	History	History, B.A.	2.5+1.5			
Clark State Community College	Wright State	Industrial & Systems Engineering	Industrial and Systems Engineering, B.S.	2+2			
Clark State Community College	Wright State	International Studies	International Studies, B.A.	2.5+1.5			
Clark State Community College	Wright State	Liberal Studies	Liberal Studies, B.A.	2+2			
Clark State Community College	Wright State	Mech. Or Materials Sci. & Engineering	Material Science and Engineering, B.S. or Mechanical Eng	2+2			
Clark State Community College	Wright State	Organizational Leadership	Organizational Leadership, B.S.	3+1			
Clark State Community College	Wright State	Physics	Physics, B.A./B.S.	2.5+1.5			
Clark State Community College	Wright State	Political Science	Political Science, B.A.	2+2			
Clark State Community College	Wright State	Psychology	Psychology, B.A./B.S.	2.5+1.5			
Clark State Community College	Wright State	Rehabilitation Services	Rehabilitation Services, B.S.	2+2			
Clark State Community College	Wright State	RN to BSN	Nursing, B.S.N.	2+2			
Clark State Community College	Wright State	Social Work	Social Work, B.A.	2+2			
Clark State Community College	Wright State	Sociology	Sociology, B.A.	2+2			

Clark State Community College	Wright State	Spanish	Spanish, B.A.	2+2					
Clark State Community College	Wright State	Sports Science	Sports Science, B.S.	2+2					
Columbus State Community College	Wright State	History	History, B.A.	2+2					
Columbus State Community College	Wright State	Sign Language Interpreting	Bachelor of Science in Sign Language and Interpreting	2+2					
Cuyahoga Community College	Wright State	Sign Language Interpreting	Bachelor of Science, Sign Language Interpreting	2+2					
Edison State Community College	Wright State	Any Associate's	Organizational Leadership, B.S.	2+2					
Edison State Community College	Wright State	Associate of Arts, A.A.	Liberal Studies, B.A.	2+2					
Edison State Community College	Wright State	Associate of Arts, A.A.	Rehabilitation Services. B.S.	2+2					
Edison State Community College	Wright State	Associate of Arts, A.A.	Social Science Education, B.A.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Biomedical Engineering, B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Chemistry, B.A./B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Computer Engineering, B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Electrical Engineering, B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Industrial and Systems Engineering, B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Materials Science and Engineering, B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Math/Stat -- all B.A. & B.S.	2+2					
Edison State Community College	Wright State	Associate of Science, A.S.	Mechanical Engineering, B.S.	2+2					
Edison State Community College	Wright State	Biology, A.S.	Biological Science, B.A./B.S.	2+2					
Edison State Community College	Wright State	Business Administration, A.S.	Business -- all BSBs	2+2					
Edison State Community College	Wright State	Communication, A.A	Communication Studies, B.A.	2+2					
Edison State Community College	Wright State	Communication, A.A	Mass Communication, B.A.	2+2					
Edison State Community College	Wright State	Computer Information Technology, Programming Option, A.A.B.	Computer Science, B.A.	2+2					
Edison State Community College	Wright State	Criminal Justice, A.A.S.	Crime and Justice Studies, B.A.	2+2					
Edison State Community College	Wright State	Education, A.S.	Early Childhood Education, B.S.Ed.	2+2					
Edison State Community College	Wright State	Education, A.S.	Middle Childhood Education, B.S.Ed.	2+2					
Edison State Community College	Wright State	English, A.A.	English -- all B.A.s	2+2					
Edison State Community College	Wright State	History, A.A.	History, B.A.	2+2					
Edison State Community College	Wright State	Nursing, A.A.S.	Nursing, B.S.N.	2+2					
Edison State Community College	Wright State	Political Science, A.A.	Political Science, B.A.	2+2					
Edison State Community College	Wright State	Psychology, A.A.	Psychology, B.A./B.S.	2+2					
Edison State Community College	Wright State	Social Services, A.A.S.	Social Work, B.A.	2+2					
Lorain County Community College	Wright State	Associates of Arts, A.A.	Business, all BSBs	2+2					
Lorain County Community College	Wright State	Associates of Science, A.S.	Chemistry, B.A./B.S.	2+2					
Lorain County Community College	Wright State	Associates of Arts, A.A.	History, B.A.	2+2					
Lorain County Community College	Wright State	Associates of Science in Nursing, AAS-N	Nursing, B.S.N.	2+2					
Lorain County Community College	Wright State	Any Associate's	Organizational Leadership, B.S.	2+2					
Lorain County Community College	Wright State	Associates of Arts, A.A.	Religion, B.A.	2+2					
Northwest State Community College	Wright State	Nursing, A.A.S.	Nursing, B.S.N.	2+2					
Rhodes State Community College	Wright State	English Writing/Literature Concentration, B.A.	English, B.A.	2+2					
Rhodes State Community College	Wright State	History	History, B.A.	2+2					
Rhodes State Community College	Wright State	Nursing	Nursing, B.S.N.	2.5+1.5					
Rhodes State Community College	Wright State	Sociology	Sociology, B.A.	2+2					
Sinclair Community College	Wright State	Art, A.A.	Studio Art BFA	2+2					
Sinclair Community College	Wright State	A.T.S.	Computer Science, B.A.	2+2					
Sinclair Community College	Wright State	Any Associate's	Organizational Leadership, B.S.	2+2					
Sinclair Community College	Wright State	Applied Physiology	Bachelor of Science Biology, Applied Physiology Option	2+2					
Sinclair Community College	Wright State	Associate of Arts, A.A.	Liberal Studies, B.A.	2+2					
Sinclair Community College	Wright State	Associate of Science, A.S.	Environmental Health Sciences, B.S.	2+2					
Sinclair Community College	Wright State	Biology	Bachelor of Arts in Biology	2+2					
Sinclair Community College	Wright State	Biology	Bachelor of Science in Biology	2+2					
Sinclair Community College	Wright State	Biology, A.S.	Bachelor of Science in Clinical Laboratory Sciences	2+2					
Sinclair Community College	Wright State	Biomedical Engineering	Bachelor of Science in Biomedical Engineering	2+2					
Sinclair Community College	Wright State	Business	Bachelor of Science in Business	2+2					
Sinclair Community College	Wright State	Chemistry	Chemistry, B.A./B.S.	2+2					
Sinclair Community College	Wright State	Communication Studies	Bachelor of Arts in Communication Studies	2+2					
Sinclair Community College	Wright State	Computer Engineering	Bachelor of Science in Computer Engineering	2+2					
Sinclair Community College	Wright State	Criminal Justice	Bachelor of Arts in Crime & Justice Studies	2+2					
Sinclair Community College	Wright State	Earth Science	Earth Science, B.A./B.S.	2+2					
Sinclair Community College	Wright State	Electrical Engineering	Bachelor of Science Electrical Engineering	2+2					
Sinclair Community College	Wright State	Engineering University Transfer, A.S.	Computer Science, B.S.	2+2					

Sinclair Community College	Wright State	English	Bachelor of Arts in English, Creative Writing	2+2				
Sinclair Community College	Wright State	English	Bachelor of Arts in English, Integrated Language Arts Concentration	2+2				
Sinclair Community College	Wright State	English, Literature, Professional Writing	Bachelor of Arts in English, Literature, Professional Writing, TESOL Concentrations	2+2				
Sinclair Community College	Wright State	Environmental Sciences	Bachelor of Science in Environmental Sciences	2+2				
Sinclair Community College	Wright State	Fine Arts	Bachelor of Fine Arts	2+2				
Sinclair Community College	Wright State	Geography	Bachelor of Arts or Bachelor of Science in Geography	2+2				
Sinclair Community College	Wright State	Associates of Applied Science (AAS) in Visual Communications	Bachelor of Technical and Applied Studies in Graphic Design or Multimedia Design, Lake Campus	2+2				
Sinclair Community College	Wright State	History	Bachelor of Arts in History	2+2				
Sinclair Community College	Wright State	Industrial and Systems Engineering	Bachelor of Science Industrial and Systems Engineering	2+2				
Sinclair Community College	Wright State	International Studies	Bachelor of Arts in International Studies	2+2				
Sinclair Community College	Wright State	Mass Communication	Bachelor of Arts Mass Communication	2+2				
Sinclair Community College	Wright State	Mathematics, A.S.	Math/Stat -- all B.A. & B.S.	2+2				
Sinclair Community College	Wright State	Mechanical and Material Science and Engineering	Bachelor of Science in Mechanical and Material Science and Engineering	2+2				
Sinclair Community College	Wright State	Music	Bachelor of Arts in Music	2+2				
Sinclair Community College	Wright State	Music Education	Bachelor of Music in Music Education	2+2				
Sinclair Community College	Wright State	Music Performance	Bachelor of Music in Music Performance	2+2				
Sinclair Community College	Wright State	Music, A.A.	Music History and Literature, B.Mus.	2+2				
Sinclair Community College	Wright State	Nursing	Bachelor of Science in Nursing (BSN)	2+2				
Sinclair Community College	Wright State	Philosophy	Bachelor of Arts in Philosophy	2+2				
Sinclair Community College	Wright State	Physics	Physics, B.A./B.S.	2+2				
Sinclair Community College	Wright State	Political Science	Bachelor of Arts in Political Science	2+2				
Sinclair Community College	Wright State	Psychology, A.A.	Psychology, B.A./B.S.	2+2				
Sinclair Community College	Wright State	Rehabilitation Services	Bachelor of Science in Rehabilitation Services	2+2				
Sinclair Community College	Wright State	Religion	Bachelor of Arts in Religion	2+2				
Sinclair Community College	Wright State	Sign Language Interpreting	Bachelor of Science Sign Language Interpreting	2+2				
Sinclair Community College	Wright State	Social Science Education	Bachelor of Arts in Social Science Education	2+2				
Sinclair Community College	Wright State	Social Work	Bachelor of Arts in Social Work	2+2				
Sinclair Community College	Wright State	Sociology	Bachelor of Arts in Sociology	2+2				
Sinclair Community College	Wright State	Sport Science	Bachelor of Science in Sport Science	2+2				
Southern State Community College	Wright State	Any Associate's	Organizational Leadership, B.S.	2+2				
Southern State Community College	Wright State	Associate of Arts, A.A.	Communication Studies, B.A.	2+2				
Southern State Community College	Wright State	Associate of Arts, A.A.	English -- all B.A.s	2+2				
Southern State Community College	Wright State	Associate of Arts, A.A.	History, B.A.	2+2				
Southern State Community College	Wright State	Associate of Arts, A.A.	Liberal Studies, B.A.	2+2				
Southern State Community College	Wright State	Associate of Arts, A.A.	Psychology, B.A./B.S.	2+2				
Southern State Community College	Wright State	Associate of Arts, A.A.	Sociology, B.A.	2+2				
Southern State Community College	Wright State	Associate of Science, A.S.	Biological Sciences, B.A./B.S.	2+2				
Southern State Community College	Wright State	Associate of Science, A.S.	Business -- all BSBs	2+2				
Southern State Community College	Wright State	Associate of Science, A.S.	Math/Stat -- all B.A. & B.S.	2+2				
Southern State Community College	Wright State	Criminal Justice, A.A.S	Crime and Justice Studies, B.A.	2+2				
Southern State Community College	Wright State	Nursing, A.A.S	Nursing, B.S.N.	2+2				