



Department of  
Higher Education

John R. Kasich, Governor  
John Carey, Chancellor



Affordability & Efficiency

## FY18 Efficiency Reporting Template

### Introduction:

Ohio Revised Code section 3333.95 requires the Chancellor 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 institutional efficiency reports for campuses, identify shared services opportunities, streamline administrative operations, and share best practices in efficiencies among institutions. Each report must be based on the recommendations of the Ohio Task Force on Affordability and Efficiency in Higher Education, as established by the Governor's executive order, and shall benchmark and document institutional progress toward implementing the recommendations of the Task Force as compared to the institution's prior fiscal year efficiency report. Additionally, House Bill 49, section 381.550 requires that the board of trustees of each public institution of higher education approve the institution's efficiency report submitted to the Chancellor. Given the due date of this report, you may submit your Board approval at a later date.

There are several additional reporting requirements this year. The FY18 reporting template now includes a section on efficiencies gained as a result of the Regional Compacts that are required under ORC Section 3345.59. In addition, Ohio Revised Code Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students, and 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.

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

- **Section I: Efficiencies** – The first section captures practices likely to yield significant savings that can then be passed on to students. This includes Procurement, Administrative/Operational, Energy, and Regional Compacts.
- **Section II: 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 to the college/university, there will likely be cost savings and/or tangible benefits that improve the quality of education for students.
- **Section III: Policy Reforms** – This section captures additional policy reforms recommended by the Task Force.
- **Section IV: Students Must Benefit** – Section IV corresponds to Master Recommendation 1. This section asks you to provide cost savings and/or resource generation in actual dollars 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.

- **Section V: Five-year goals** – Finally, Section V corresponds to Master Recommendation 2. This section is designed to allow each college/university to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. Furthermore, in the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed.

### **Identifying Efficiencies Gained and Results from Implementing Recommendations**

Many of Ohio's colleges and universities have implemented a majority of the Task Force recommendations to date. Furthermore, several of the recommendations were never intended to be exercises conducted annually; however, portions may be implemented over several years or revisited as needed. **The purpose of this reporting template is twofold – 1) to capture the implementation status of these recommendations, and 2) to capture efficiencies gained due to the implementation of these recommendations.** Efficiencies gained illustrate the results or benefits of implementing the recommendations. Therefore, even if you have previously implemented a recommendation but have not done so in FY18, please include in your response how the implementation has continued to impact your operations to date.

#### **Examples of efficiencies include:**

- Direct cost savings to students
- Direct cost savings to the college/university
- Cost avoidance to the college/university
- Tangible benefits to students (i.e. increased advising, student services, academic achievements)
- Revenue generated for the college/university
- Course and program completion rates
- Graduation rates
- Number of steps reduced in a process and/or handoffs
- Fraction of graduates with experiential learning as part of their degree program
- Opportunities and training for faculty
- Improved value and quality for students

These are examples only. Feel free to provide results you deem appropriate and tailor efficiencies to address each recommendation.

ODHE recognizes one size does not fit all, and each of the colleges/universities have responded and will respond differently to the recommendations. Therefore, the questions are intended to capture all potential statuses of implementation. When responding to the recommendations, first identify your respective college/university's implementation status, and then you need only to respond to the corresponding question(s) that address your implementation status. Finally, please note that this is only a template. Feel free to respond to the Task Force recommendations in any additional ways you believe necessary.

Please contact Sara Molski at 614-728-8335 with any questions. Please submit your reporting template by email to [smolski@higher.ed.ohio.gov](mailto:smolski@higher.ed.ohio.gov) by **Friday, September 28, 2018.**

# 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.

**Note:** *Once fully implemented, this exercise is not necessary to conduct annually.*

Please identify your institution's implementation status.

#### **Progress made on implementing recommendation in FY18**

Please briefly explain your implementation status.

Wright State continually updates its procurement website to include current University contracts, IUC Agreements, State of Ohio Agreements, E & I Agreements, GSA Agreements and other applicable pre-negotiated agreements available for our use. Frequent changes in contracts cause this to be an on-going process.

All other items listed have been implemented and are on-going from FY17 and FY18.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

Please refer to Section V: Master Recommendation #2 – Five-year Goals.

If you have not implemented this recommendation to date, please explain.

**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

<b>Contract Type</b>	<b>Did the college/university participate in joint contracts in FY18? [yes, no, worked toward]</b>	<b>Monetary Impact</b>
Copier/printer services	Yes	Wright State is a member of a Shared Services Consortium with Clark State, Central State, and Miami University, and Sinclair Community College.  Estimated \$58,607.00 savings in FY18.
Computer hardware	Yes	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 with a 45-50% discount.
Travel services	Worked Towards	In process: The IUC-PG RFP for Travel Management services is in a review phase. Next Step: Final phase of RFP process underway. Award anticipated in early Fall 2018.
Outbound shipping	Yes	One of the current outbound shipping agreements is expiring September 30, 2018 therefore we are currently analyzing the new agreement vs. the State of Ohio STS.  Estimated \$4077 savings in FY18.
Scientific supplies & equipment	Yes	Wright State's Scientific Agreement expired January 2018, after which the University joined the IUC-PG (February 2018).  Estimated \$83,648 savings for 5 months on IUC-PG contract.
Office supplies & equipment	Yes	IUC-PG Office Supplies Price Agreement established December 2015.  Estimated \$53,889 savings in FY18.

Contract Type	Did the college/university participate in joint contracts in FY18? [yes, no, worked toward]	Monetary Impact
ERP	Yes	<p>Wright State in collaboration with four other Ohio Ellucian Banner institutions has leveraged the collective buying power of these schools to re-negotiate a five-year extension to our Ellucian Banner contract. Wright State, Miami, Toledo, Kent State, and Youngstown State all worked together to negotiate a single contract that covers all five schools. For Wright State, the savings over the life of the new five-year contract will be <b>\$764,000</b>.</p> <p>The five schools are now working to deepen their partnership with Ellucian and look for more cost saving opportunities by working with Ellucian 3<sup>rd</sup> party vendors on joint Ethos integration projects.</p>

## 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.

***Note:** Once all assets are fully reviewed, this exercise is not necessary to conduct annually.*

Please identify your institution's implementation status.

#### **Implemented recommendation in FY18**

Please briefly explain your implementation status.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

Wright State continues to review held assets and operations for the purpose of maximizing their value to the university's bottom-line. The process is an ongoing effort. Details of specific areas of concentration are found in Section 4B.

As reported last year, WSU has a growing list of deferred maintenance. Data has been gathered to prioritize projects and to manage workflows and future State capital requests.

If the college/university has not implemented this exercise to date, please explain.

**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.

***Note:** Once all operations are fully reviewed, this exercise is not necessary to conduct annually.*

Please identify your institution's implementation status.

**Implemented recommendation in FY18**

Please briefly explain your implementation status.

- Budgetary controls: Wright State reduced spending by more than \$53 million from FY17 expenditures through the implementation of budgetary realignment and controls. These reductions realigned spending with revenue projections and plans to begin rebuilding of reserves.
- Parking: Last year we reported that several opportunities to streamline operations, improve service levels and enhance revenue were being implemented. Some of those included realigning our customer care center to include parking services. Combining the two departments made it easier for customers requiring maintenance requests, keys, and parking services to obtain these services at a one-stop shop location. This has eliminated the need for duplicate equipment and supplies. These and other operational efficiencies netted \$53,870 cost avoidance/savings for FY18. Another enhancement for our students included adding 149 additional parking spots.
- Student Housing: The University renegotiated the financial structure of its agreement with a third party housing provider for the current academic year. The result of that renegotiation allows the university to fully cover all operational costs related to student housing. The University is holding active discussions with the 3<sup>rd</sup> 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.
- Arena Event Parking: The Nutter Center underwent a comprehensive operational review, which resulted in a reduction of annual operating expense. The University is currently in the midst of an Invitation to Negotiate process with three outside management companies to possibly assist with arena operations.
- Real Estate – Over the past year the University has sold two pieces of non-core real estate and is currently negotiating the sale of a third. The University is also finalizing a plan to consolidate three programs currently located off campus to on-campus locations that will result in operational efficiencies and savings.
- Vendor Managed Inventory Process: This transitioned to an internal inventory management process. However, due to reductions in staff and positions planned for central inventory being deferred, WSU was not able to recognize any savings related to

inventory processes in FY18.

- Child Care: University implemented new contract with Mini U Inc. with an increase in annual revenue.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If the college/university has not implemented this exercise to date, please explain.

**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.

Did the college/university initiate any new partnerships or sponsorships in FY18? If yes, please complete the below table for those new relationships.

Partnerships/Sponsorships	Description	Revenue Generated
<i><b>Selected examples of partnerships include:</b></i>		
Nationwide Insurance, Wright-Patt Credit Union, Barnes & Noble Education, miscellaneous travel sponsors	<p><b>Partnerships with the Wright State Alumni Association</b> generated revenue 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.</p> <p><b>Benefit/Value:</b> \$70,000. Supported student success events such as networking with graduates, professional development, and current topic presentations such as, “Life After Wright State.”</p> <p>Selected examples of partnerships include: Nationwide Insurance, Wright-Patt Credit Union, Barnes &amp; Noble Education, and miscellaneous travel sponsors.</p>	\$70,000

Barnes and Noble at Wright State University, Morris Furniture Company, Chartwells, <i>Dayton Business Journal</i> , Emerson, HORAN, Prime Time Party Rental, Synchrony, THINK TV, WHIO-TV	<p><b>ArtsGala:</b> Wright State's annual community-wide arts scholarship fundraiser, <i>ARTSGALA</i>, benefits from partnerships with many area companies that provide generous sponsorship support. Ten major corporate sponsors, along with 25 additional business supporters, contributed significant cash and in-kind donations in FY18 providing significant revenue to fund fine and performing arts scholarships.</p> <p><b>Benefit/Value:</b> \$190,000 in net proceeds, funding 61 student scholarships in Art &amp; Art History, Music, and Theatre, Dance &amp; Motion Pictures. This event engages the larger community in appreciating and supporting Wright State arts students and programming.</p>	\$190,000
St. Leonard Senior Living Community	<p><b>Community Health Lab:</b> 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.</p> <p><b>Benefit/Value:</b> \$13,600. Enriched public health nursing students' academic programming by providing hands-on experience working with homecare patients.</p>	\$13,600
Miami Valley Healthcare Systems	<p><b>Cameos of Caring:</b> 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.</p> <p><b>Benefit/value:</b> \$27,926 in nursing scholarships.</p>	\$27,926



<p>Dayton region corporate, non-profit, communication, arts, social services, educational, and governmental organizations.</p>	<p><b>The College of Liberal Arts <i>Center for Liberal Arts Student Success (CLASS)</i></b> successfully partnered with faculty liaisons in every academic department, and CoLA Centers such as CELIA (Collaborative Education, Leadership, and Innovation in the Arts), and the New Media Incubator, to connect with 190 organizations in the regional non-profit, educational, governmental, and corporate employment sectors to create substantive experiential learning experiences.</p> <p><b>Benefit/Value:</b> Experiential learning for 298 students totaling over 87,000 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.</p>	
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<p>Channel 16 ThinkTV (PBS affiliate)  Complexions Contemporary Ballet, New York  CultureWorks  Chaminade-Julienne High School, Dayton  Dayton Contemporary Dance Company  Dayton Philharmonic Orchestra/Dayton  Performing Arts Alliance  D'Addario  Eastman School of Music, University of  Rochester  Evans/Promark  Ginghamburg Church, Tipp City, Ohio  Just-Ink-Tees  Pearl/Adams  Percussive Arts Society  Pianos for Peace  United States Army Old Guard Fife and Drum  Corps Drumline  Victoria Theatre Association, Dayton, Ohio  WYSO, FM 91.3 (NPR affiliate), Yellow  Springs, Ohio  Wagner Subaru, Fairborn, Ohio  World Digital Imaging  Zildjian</p>	<p><b>Arts Program:</b> 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, faculty, and the larger Dayton community. FY 18 activities included a capstone dance event to CELIA's year-long contemporary artist series entitled Modern: Reimagining the NEW, a percussion festival, and A Symphony for Peace: Reflections on the Syrian Crisis.</p> <p><b>Benefit/Value:</b> \$27,700 in direct gifts combined with gift-in-kind services/provisions from partnering organizations. Programming provided an enhanced academic experience to over 400 students and arts presentations were attended by over 1,550 community members, plus 60+ attendees from the U.S., Canada, and Syria via live online streaming.</p>	<p>\$27,700+</p>
<p>Educator Preparation Partnership  Agreements</p>	<p><b>College of Education and Human Services Educator Preparation Programs</b> currently hold MOUs with nine area school districts and partnership agreements with more than 60 area PreK-12 schools to provide cooperative and student teaching experiences for students in educator preparation programs.</p> <p><b>Benefit/Value:</b> Wright State teacher education students spent 178,000 hours in PreK-12 schools in the 2017-18 academic year providing vital experiential learning opportunities for students and valuable service to area schools.</p>	<p>178,000 hours of experiential learning opportunities in area PreK-12 schools</p>

College of Engineering and Computer Science Corporate Engagement Program	<b>The Brandeberry Career Development Center</b> collaborated with the corporate community to provide programming and activities to enhance access to experiential learning for students in the College of Engineering and Computer Science, contributing to student success and workforce development. In FY18, 13 companies supported the Center through membership and engagement.	\$195,000
O'Neil and Associates	In its second year of operation, the O'Neil Center for Research Communication (corporate partnership with the College of Engineering and Computer Science) has provided paid internships, capstone projects, and service learning projects for 26 students from five colleges across campus. The Center has completed over 20 new projects in FY 18 for internal and external clients, including supporting the winning multi-institution RADPDS III proposal led by WSU.	\$202,500 (FY18 investment from O'Neil; excludes revenue from services provided to external clients)
Corporate and Community Scholarships	<b>Wright State's corporate and community partners</b> continue to support 78 student scholarships, donating \$733,408 in current use funds for FY18. Endowed corporate and community scholarships generated \$157,934 in FY18 to be made available for scholarship awards in FY19.	\$909,342

Tri-Star Career Compact	<p><b>Shared Resources Agreement with Tri-Star Career Technical Education School and Wright State University Lake Campus</b> to eliminate duplication of services and facilities and maximize existing resources. Tri-Star 2.0, a new facility located directly across the street from WSU Lake Campus, will open in August 2019. Collaboration will enable students from both entities to utilize resources (Industrial Equipment, Cafeteria, Large Animal facilities, etc.) that will enhance the student experience.</p> <p><b>Benefit/Value:</b> The Shared Services agreement is estimated to save Wright State University about \$1 Million.</p>	\$1,000,000 in saved resources (est.)
Auglaize and Mercer County YMCA	<p><b>The Auglaize and Mercer County YMCA</b> and Wright State University Lake Campus have a contract that enables students, faculty, staff, and Lake Campus Athletic teams to utilize the facilities as the Recreation Center for the campus. The North Branch YMCA is located on the same campus as the University, enabling significant savings to the University by utilizing facilities that are already existing.</p> <p><b>Benefit/Value:</b> Lake Campus pays \$70,000 annually for these services. Students see the benefit of having a place to go for their athletics and fitness needs while having the opportunity to interact with the community.</p>	Amount of saved resources unknown.

Reynolds and Reynolds Corporation; Boston Stoker	<b>Rey Café Student Business Operation:</b> FY18 new funding for the Rey Rey Café, a student-managed business venture in the Raj Soin College of Business, provided internship experiences for four students on the Student Management Board valued at \$18,000. Boston Stoker partners with this project by providing direct trade and supply chain management education for students through an experience abroad valued at \$3,000. The café business plan for FY19 projects a profit of \$7,000 which will be used for student scholarships, and an experiential learning exercise for 270 business students valued at \$2,700, totaling an additional \$9,700 to the value of the partnership.	\$21,000
CareSource, Miami Valley Hospital, Premier Health, Wright State Physicians	<b>Boonshoft School of Medicine:</b> The medical school receives gifts-in-kind as a result of its educational partnerships. In the past year, they received programming gifts from CareSource, medical education collaboration grants from Miami Valley Hospital and Premier Health, and Wright State Physicians in the amount of \$655,156.	\$655,156
Numerous Athletics/Nutter Center Corporate Partners – generating over \$800K, notable addition this year was Mike’s Car Wash at \$65k	Mike’s Car Wash joins Pepsi \$200k+, WPCU \$100k+, Premier \$100k and Speedway \$60K as the top partners	\$800,000+
If the college/university saw efficiencies gained in FY18 in already existing relationships, please identify, specifically including revenue generated. <i>Include in the table above or add a similar table.</i>		
Included in table above.		
If the college/university has not implemented this exercise to date, please explain.		

## 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?

***Note:** Once a full cost diagnostic has been performed, this exercise is not necessary to conduct annually.*

Did the college/university perform this exercise in FY18? If yes, please provide an overview of the process used and the key outcomes.

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 the recommendation.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

Wright State University presented a full cost diagnostic overview in the FY17 report. The University is now actively developing a new strategic plan. Along with the strategic plan, related committees and plans have been initiated including the Growth Mindset Advisory Team focused on revenue growth, the Fiscal Sustainability Plan looking at operational efficiencies and revenue enhancement, and the Program Effectiveness Review Committee. The Program Effectiveness Review Committee is tasked with reviewing all academic and non-academic units at the institution. Non-academic units have been asked to identify and track relevant metrics of their effectiveness with an emphasis on industry norms and customer/client satisfaction. Academic units are being provided with data for the past six academic years associated with a set of ten key performance indicators (KPIs) in centrally administered dashboards. It is expected that these KPIs will facilitate data driven strategic decisions by deans (working in concert with the Provost) going forward and for the efficacy of those decisions to be evaluated in subsequent cycles of the review process. The University expects to use these KPIs along with a developing measure of Net Tuition Revenue to perform future cost diagnostics.

If the college/university has not performed this exercise to date, please explain why.

**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 environments.

What steps has the institution taken to improve productivity in FY18? Please discuss any updates to the utilization of process/continuous improvement methodologies such as Lean Six Sigma.

Formal University-wide efforts to launch lean six-sigma initiatives have paused as Wright State implements a comprehensive Program Effectiveness Review process. Once in place, this process will provide a foundation for data-informed evaluation and will surface priorities to be addressed through continuous improvement cycles.

The first round of reviews will be complete by the end of the Fall 2018 semester and will drive both immediate and ongoing improvement activities.

In the interim, several projects continued with a focus on lean tools and concepts. Most notably, textbook affordability initiatives such as the inclusive access model that saved students more than \$750,000 in its pilot year (FY18) and will expand significantly in FY19. Other textbook affordability initiatives including auto-adopt and increased utilization of open educational resources will provide additional savings and access enhancements for students. Lean improvement projects were also applied to transfer student processes to improve customer service and modification of course withdrawal processes to increase course completion rates and reduce student time to degree.

**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.

***Note:** Once fully implemented, this exercise is not necessary to conduct annually.*

Did the college/university evaluate its organizational structure in FY18? If yes, please provide an overview of the process used and the key outcomes. If no change from FY17, please indicate.

Wright State is continually evaluating its organizational structure. The first step in a cycle of continuous improvement was taken with the creation of a Program Effectiveness Review committee in 2018. This committee is tasked with reviewing all academic and non-academic units at the institution. Non-academic units have been asked to identify and track relevant metrics of their effectiveness with an emphasis on industry norms and customer/client satisfaction. Academic units are being provided with data for the past six academic years associated with a set of ten key performance indicators (KPIs: degrees awarded, enrollment, fall-to-fall retention, fraction of credit hours attempted for which a passing grade was awarded, fraction of credit hours awarded by different categories of instructors, student to faculty ratio, credit hours at time of degree completion, net tuition revenue, and budget/non-tuition revenue/expenses) in centrally administered dashboards. Unit leaders (department chairs and deans) are being asked to comment on any trends they see in each KPI and to identify strategies that would have a positive impact on each in the 2018-19 academic year. It is expected that these KPIs will

facilitate data driven strategic decisions by deans (working in concert with the Provost) going forward and for the efficacy of those decisions to be evaluated in subsequent cycles of the review process.

The Strategic Hiring Committee remains in place with the task of evaluating each university vacancy for alignment with University priorities.

Several administrative units underwent reorganization last year to improve efficiency and service delivery:

Effective May 2018, business and fiscal officers for the University's colleges and administrative units began reporting centrally to the Division of Business and Finance with a dedicated service model rather than individually to deans and vice presidents. The new structure provides greater fiscal control emphasizing broad University priorities and creates agility in reporting and analysis. Colleges, divisions, and units will experience improved support as processes are streamlined and standardized and business analysts are developed through training and peer support. This reorganization is also expected to better position the University to respond to future attrition using existing personnel resources.

In May 2018, the Division of Student Success was formed to promote continuity of planning and support to students and is structured to be responsive to changes in the students' educational landscape. Previously set up as distributed functions, academic advising and career services now report in a centralized model to this division alongside foundational studies and academic support services, creating an ecosystem of student support for educational and career planning.

In August 2018 all cultural and identity centers were realigned to report to the Chief Diversity Officer within the Office of the President. This placement prioritizes diversity and inclusion throughout the university community and allows the centers to distribute related responsibilities across various units and expand their missions and services.

Wright State's Information Technology division absorbed three IT-related personnel into its central operations this fiscal year to streamline operations and better leverage personnel resources.

In Spring 2018, an Academic Organization Review Steering Committee provided an initial position describing an organization that most effectively takes advantage of identified opportunities for synergies and efficiencies in health-related programs. The committee and University community have many questions to be addressed in FY18. An administrative faculty working group (Deans and Chairs) are in the process of collecting and analyzing evidence to determine if the proposed reorganization is a good investment at this time and determining what milestones would define success. This analysis is likely to consider impact on student retention and progression to degrees (by program), impact on the creation of programs or synergies that impact enrollment, the facilitation of multidisciplinary programs/research, administrative opportunities/efficiencies, and the impact on the University's ability to prepare students for critical careers in the region.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.



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

What initiatives or plan changes did the college/university implement in FY18 to manage or reduce healthcare costs?

Significant plan design changes occurred for all staff and non-bargaining unit faculty for CY18 which resulted in \$3.5M cost avoidance for the fiscal year given benefits are on a calendar year basis.

- Eliminated the most expensive PPO 90/10 plan
- Increased deductibles on the PPO 80/20 from \$450/\$900 to \$800/\$1,600 and out-of-pocket maximums from \$2,500/\$5,000 to \$4,000/8,000
- Added a fourth pharmacy tier for PPO 80/20 to address specialty drug costs
- Implemented a new premium structure: 4 coverage levels due to higher spend on spouses vs. dependents
- Executed a 20% employee cost share with three salary tiers (reduced from 5 tiers previously)
- Reduced WSUs contribution to health savings account from \$900/\$1,800 to \$500/\$1,000

The University continued its Group Lifestyle Balance program which is designed for those who are medically overweight or at risk of heart disease, diabetes, or metabolic syndrome. Four areas of focus are activity, nutrition, education and emotional balance. Of those responding to the health outcomes survey, 90% lost weight and 10% maintained their body weight; 63% lost 4% or more of body weight.

Additional changes included implementing a waiting period for new hires versus health care starting on the first day. Staff and non-bargaining unit faculty coverage is now effective the first day of the following month.

As a risk management strategy, the university expanded stop loss insurance to include pharmacy in addition to medical claims given that pharmacy inflation is outpacing medical. Lastly, the university announced that domestic partner coverage for staff and non-bargaining unit faculty would be discontinued in CY19 given the legalizing of same-sex marriage.

Wright State will undergo a competitive RFP process in FY19 for health care partner and stop loss (summer) and benefit broker (spring). Further, the university participated in the IUC benefits aggregation RFP, and the Wright State CHRO will co-lead the execution of that process in partnership with CHRO at North East Ohio Medical University and selected vendor, Mercer, in FY19.

In addition, the University has been negotiating with AAUP-WSU faculty and is awaiting a fact-finding report for any further benefit determination relevant to this population.

Has the college/university achieved any expected annual cost savings through healthcare efficiencies in FY18? Please explain how cost savings were estimated.

Cost avoidance from plan design changes (the bulk of the savings) and moving to a 20% cost share model for staff and non-bargaining unit faculty amounted to 2.2 million. The implementation of a new hire waiting period albeit small was a projected savings of \$63,000.

**5E Data centers:** The college/university must develop a plan to move its primary or disaster recovery data centers to the State of Ohio Computer Center (SOCC).

Please identify your institution's implementation status:

**No change from prior year's report**

If you implemented this recommendation in FY18, please briefly explain your implementation status.

If the college/university previously moved its data center to the SOCC, please identify efficiencies gained, including monetary savings or enhanced security.

If the college/university has not implemented this recommendation to date, how is it addressing systems security and redundancy issues?

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 equipment for 17 Higher Education entities, primarily as a disaster recovery location. We are also in the process of adding more customers to our datacenter, which should create additional efficiencies and savings.

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.

**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.

***Note:** This exercise is not necessary to conduct annually.*

Please identify your institution's implementation status.

**Progress made on implementing recommendation in FY18**

Please briefly explain your implementation status.

Facilities Management completed an inventory of all Dayton Campus space assignment and utilization. This inventory will be used to assist in the consolidation of vacant or underutilized space. 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.

The initial detailed space utilization study of the College of Education and Human Services, as a pilot, was completed. Based upon those results, Facilities Management and Services has been asked to expand the analysis and benchmarking to include the entire Dayton Campus. The results of this review will set the stage for considering how unutilized campus space may be converted into revenue

producing opportunities through lease or other creative partnerships. Because of budget pressures the number of employees decreased significantly. 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.

Wright State is currently finalizing a series of moves to bring units and programs which had been remotely located throughout the Dayton region to property immediately adjacent to the Dayton Campus, which will result in greater efficiencies both in terms of space usage and collaboration with additional programs.

If the college/university implemented this recommendation in FY18, please provide an overview of the process used and the key outcomes, including efficiencies gained.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If the college/university has not performed this exercise to date, please explain why.

## **Energy**

**Energy Efficiencies** seek to refine sustainable methods utilized by the 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.

<b>FY18 Projects/Initiatives</b>	<b>Efficiencies Gained, including Monetary Impact</b>
Retro-Commissioning Program (collaborative partnership with Dayton Power & Light)	This project would leverage our in-house controls specialist and DP&L to manage contracted services with the goal of saving \$150k
Building Occupancy Audit	This project is in the planning phase to evaluate current building occupancy to reduce energy loads.

Have you gained efficiencies in FY18 from previously implemented projects/strategies? If yes, please discuss cumulative efficiencies gained.

The Facilities Management and Services division embarked on a realignment of the HVAC and energy teams. The idea being goal alignment and prioritizing workload. This initiative resulted in over \$200,000 in cost avoidance. The division also re-evaluated contractor service agreements. This initiative produced nearly \$75,000 in savings. With the initiatives and programs we currently have in place, energy consumption in FY'12 was \$1.80/sf, \$1.42/sf in FY '17, and \$1.40 /sf in FY'18; further evidence that our energy saving

initiatives are bearing good fruit.

## **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 reports the efficiencies gained as a result of the compact.

ODHE recognizes the regional compacts were due to be in place by June 30, 2018; therefore, please discuss your projected efficiencies gained as a result of each of the categories within the compact.

### **Regional Compacts Implementation Status**

In June 2018, Central State University, Clark State Community College, Edison State Community College, Sinclair Community College, and Wright State University executed an agreement to enter into a Regional Compact West (RCW; attached as Appendix A). RCW focuses on higher level collaboration across the colleges and universities and highlights work that has been ongoing through their participation in the Southwestern Ohio Council for Higher Education (SOCHE). In addition to teaming with SOCHE, the RCW includes two working groups: 1) Provost Working Group, and 2) Chief Business Officer Working Group. These groups address academic collaboration and joint contracting/shared services, respectively, to support student success, increase access and reduce the cost of higher education.

## **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 identify your institution's implementation status:

#### **Implemented recommendation in FY18**

Please briefly explain your implementation status.

Wright State has been a pioneer in the implementation of an Inclusive Access approach to reduce the cost of textbook to students.

As described in last year's Affordability and Efficiency Report, student and faculty led efforts to develop several key strategies and initiatives over the course of the summer of 2017. Those strategies/initiatives were incorporated into a Faculty Senate resolution that charged the University with pursuing a set of synergistic approaches that, together, were 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. These fees are being collected by the university's bursar and textbooks have been 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 have adhered to the plan to pilot inclusive access as described in last year's Affordability and Efficiency Report. Efficiencies that have been realized are described below.

**If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.**

In the initial phase of the Inclusive Access pilot in the spring semester of 2018 a total of nine courses and 1,029 students who participated saved more than \$102,400 for an average savings of 48 percent (relative to the cost of new course materials).

An expanded pilot in the fall 2018 semester involves 40 courses impacting 120 sections and up to 6,105 students with a savings estimate of \$651,000 based on anticipated enrollment numbers for those courses.

A final phase of the pilot of Inclusive Access in the spring 2019 semester is expected to involve as many as 200 courses and the institution is on track to being at scale in regard to Inclusive Access beginning in fall 2019. Once at scale savings to Wright State students as a result of Inclusive Access are anticipated to be between \$2 and 2.5 million every fall and spring semester going forward.

**If you have not implemented this recommendation to date, please explain.**

**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.

Please identify your institution's implementation status:

**No change from prior year's report**

Please briefly explain your implementation status.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

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 you have not implemented this recommendation to date, please explain.

**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 identify your institution's implementation status:

**Progress made on implementing recommendation in FY18**

Please briefly explain your implementation status.

The Wright State Faculty Senate's Undergraduate Student Success Committee has been charged with identifying means by which faculty can be effectively encouraged to create, adopt and/or adapt the use of high-quality, low-cost digital materials. Use of an open education resource for a high enrollment gateway science course beginning in fall 2017 is saving Wright State students almost \$100,000 in textbook costs and initial analyses indicate that student mastery of learning outcomes in the course has improved.

Faculty for three large-enrollment courses recently adopted open educational resources, resulting in \$159,505 savings to 729 students in FY18:

CHM1010 - 149 students - \$32,000

MTH2300 - 184 students - \$29,000

BIO1120 - 396 students - \$98,505 (this savings is included in the Inclusive Courseware savings total)

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If you have not implemented this recommendation to date, please explain.

### Reducing Textbook Costs for Students

Ohio Revised Code Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students. Please discuss all initiatives implemented, including those related to 6A, 6B, and 6C above, that ensure students have access to affordable textbooks.

Initiative	Explanation of Initiative	Cost Savings to Students
Inclusive Access Initiative	Students are provided with course materials on the first day of classes which are procured at below list price rates and billed with the students' tuition and fees. (See 6A)	\$753,400 in pilot year
OER Adoptions	Provide education and resources to encourage faculty to adopt open educational resources (See 6C)	\$159,505
Auto-Adopt Policy	For courses where the instructor has taught the same course within the past two academic years and has not selected course materials by the federally mandated deadline, BNED can auto adopt the same textbook most recently used for the course. This policy provides more opportunity for BNED to procure lower cost used and rental texts.	\$100,000

### Textbook Cost Study

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 share the results of your study below.

Category	Amount
Average cost for textbooks that are new	\$140.82
Average cost for textbooks that are used	\$96.88
Average cost for rental textbooks	\$59.73
Average cost for eBook	\$66.46

In concert with the IUC, Wright State participated in a textbook cost study in response to Ohio Revised Code Section 333.951(D) and submitted a report to the Chancellor (Appendix B).

When considered by eight of the most popular majors, the average cost of new, used, rental and digital books are as follows:

	NEW	USED	RENTAL	DIGITAL
ACCOUNTANCY	\$166.08	\$89.68	\$51.30	\$89.64
BIOLOGY	157.14	103.76	69.56	71.39
EARLY CHILDHOOD EDUCATION	115.94	85.34	55.55	61.24
ENGLISH	91.05	66.99	41.29	35.64
MECHANICAL ENGINEERING	170.50	139.15	86.94	80.49
MUSIC	125.23	86.13	50.87	62.15
NURSING	153.46	94.78	55.51	64.09
<u>PSYCHOLOGY</u>	<u>147.12</u>	<u>109.22</u>	<u>66.80</u>	<u>67.03</u>
<b>AVERAGE PRICE</b>	<b>\$140.82</b>	<b>\$96.88</b>	<b>\$59.73</b>	<b>\$66.46</b>

New books are the most expensive option for all course materials required for classes in all eight majors but lower cost options are available for all but a small number of those materials. Inclusive access costs are required to be the lowest price option available and are associated with savings of between 40 and 80% relative to the cost of new books. The cost of required course materials does differ significantly across the eight popular majors studied as shown in the table below (“New cost” = total cost for all required courses when all materials are purchased new; “Lowest cost” = total cost for all required courses when all materials are purchased at the lowest available cost; “Savings” = total savings on course materials when students use the lowest cost option available).

	New cost	Lowest cost	Savings
ACCOUNTANCY	\$5,978.86	\$3,336.34	\$2,642.52
BIOLOGY	4,085.60	2,423.89	1,661.72
EARLY CHILDHOOD EDUCATION	3,362.15	1,916.39	1,445.77
ENGLISH	2,913.67	1,294.74	1,618.94
MECHANICAL ENGINEERING	5,456.00	2,473.15	2,982.85
MUSIC	2,254.20	840.92	1,413.29
NURSING	4,450.45	2,418.39	2,032.06
<u>PSYCHOLOGY</u>	<u>4,707.95</u>	<u>1,620.10</u>	<u>3,087.85</u>

Savings are greatest for those majors where the most high enrollment classes have participated in Wright State’s pilot inclusive access programs in the spring and fall semesters of 2018. Significant further cost savings are likely to be realized as the pilot inclusive access program is expanded in the spring 2019 semester and is available at scale for the fall 2019 semester.



See Appendix B for detailed analysis.

**Textbook Selection Policy** Ohio Revised Code Section 3345.025 requires the board of trustees of each state institution of higher education to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. Has your college's/university's board of trustees adopted a textbook selection policy? Yes

Wright State has pioneered the implementation of a textbook auto adopt policy (<https://policy.wright.edu/policy/2025-textbook-selection>) that allows the institution's campus bookstore to assume that if an instructor: (a) has taught a course within the past two academic years, and (b) 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. This policy helps with compliance of The 2010 Higher Education Opportunity Act (H.R. 4137) that requires textbooks to be identified by the time that students can first register for a course. It also reduces costs by allowing the campus bookstore to keep used-book inventory on campus for re-sale the following semester. A limited initial implementation of the auto adopt policy in fall 2018 is credited with savings of approximately \$100,000 for students in 20 courses and a larger scale implementation in spring 2019 is anticipated to result in savings of approximately \$250,000 per semester going forward.

## Recommendation 7 | Time to Degree

**7A Education campaign:** Develop an education campaign on course loads needed to graduate.

*Note: This exercise is not necessary to conduct annually.*

Please identify your institution's implementation status.

### Implemented recommendation in FY18

Please briefly explain your implementation status.

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. In 2018, Advising at Wright State was centralized to move personnel around clusters (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. Advising staff are establishing procedures in which all degree-seeking students will have an educational plan on file, approved by their advisor. As a measure of program effectiveness, advisors will monitor earned hours for students as an indication for time-to-degree. In addition to helping students stay on track toward their degree, it will also provide the institution information to plan class schedules that meet student needs.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If you have not implemented this recommendation to date, please explain.

**7B Graduation incentive:** Establish financial and graduation incentives to encourage full-time students to take at least 15 credits per semester.

*Note: Once fully implemented, this exercise is not necessary to conduct annually.*

Please identify your institution's implementation status.

**Progress made on implementing recommendation in FY18**

Please briefly explain your implementation status.

Wright State University developed the Wright Guarantee Tuition Program that officially launched fall semester 2018. This program, available for new degree-seeking, full and part-time undergraduate and transfer students, locks in the cost of in-state tuition, room and board for 4 years/12 consecutive semesters. Summer term is included to encourage year-round enrollment.

Flat Rate of Tuition: Wright State University continues to offer 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.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If you have not implemented this recommendation to date, please explain.

**7C Standardize credits for degree:** 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 identify the share of programs at your institution that require more than 126 credit hours to earn a baccalaureate or more than 65 credit hours to earn an associate degree.

One program, a B.S.Ed. in health and physical education (dual licensure) requires 126 credit hours to earn a baccalaureate degree. All other baccalaureate degrees require 120 credit hours and all associates require 60 credit hours.

Please explain the major reasons specific academic program may require more than 126 or 65 credit hours to earn the respective degree.

Candidates who complete the dual licensure program is a B.S.Ed. in health and physical education are eligible to apply for two Ohio Department of Education Resident Educator Multi-age teaching licenses: health education K-12 and physical education K-12.

**7D Data-driven advising:** 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 identify your institution's implementation status:

**Implemented recommendation in FY18**

Please briefly explain your implementation status.

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. Student have access to information to facilitate completion of enrollment processes including the ability to schedule advising appointments online.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If you have not implemented this recommendation to date, please explain.

**7E Summer programs:** Evaluate utilization rates for summer session and consider opportunities to increase productive activity.

Please identify your institution's implementation status.

**No change from prior year's report**

Please briefly explain your implementation status.

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.
- c. Wright Guarantee Tuition Program – This program was approved by the Board of Trustees and Ohio Dept. of Higher Education for implementation starting fall semester 2018. By locking in the cost/rates for in-state tuition, housing and meal plans for new undergraduate, degree-seeking and transfer students for 4 years/12 consecutive semesters, our expectation is students will be motivated to take additional courses during summer term to stay on track to complete their degree before their guarantee period expires. Over the past five years (prior to the Wright Guarantee Tuition Program), students taking summer classes averaged approximately 8 hours during this term. We expect this program will increase summer utilization rates and encourage more students to complete their degree within the four year guarantee period.
- d. Raider Academy – A summer bridge program targeted to students who need remediation in writing; however, it 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 Fall and Spring semester.

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If you have not implemented this recommendation to date, please explain.

**7F Pathway agreements:** Develop agreements that create seamless pathways for students who begin their educations at community or technical colleges and complete them at universities.

Please provide the details of the work completed related to this area in FY18 only.

At the end of FY18, how many articulation pathway agreements does your college/university have in place? How many are 2+2? How many are 3+1? Is the number of pathways available for students increasing?

WSU went from 141 agreements in August, 2017 to 158 agreements in August, 2018 (see attached spreadsheet); 10 new agreements were signed with Edison State Community College. Eight Ohio Guaranteed Transfer Pathways have been signed by WSU Provost Edwards and forwarded to ODHE for Chancellor Carey's signature.

Please discuss efficiencies gained by implementing this recommendation. Please discuss how students have benefited, in terms of both cost and quality of their education.

WSU continued to increase articulation agreements with its three regional community colleges and other community colleges in Ohio. WSU faculty participated on every Ohio Guaranteed Transfer Pathways (OGTP) cluster panel, and WSU is following the ODHE timeline for OGTPs to be signed by Chancellor Carey. WSU faculty and advisors participated in the ODHE Tackling Transfer workshops, which

included regional breakout sessions to analyze transfer data and develop plans for increasing transfer students to WSU. WSU participated in three ODHE/Ohio Association of Community Colleges (OACC) mini-grants to increase transfer students: 1) Project to better promote the Wright Path partnership with Sinclair; 2) Project to increase articulation agreements with Edison and Rhodes; and 3) Project to remove obstacles for veterans to transfer to WSU. Through the combined efforts of the WSU and Sinclair Registrar Offices, 29 reverse transfers were offered at Sinclair to students currently enrolled at WSU. The WSU and Sinclair partnership was selected for a 2 day site visit and interviews by faculty from the University of Washington as part of their High Performance Transfer Partnership study. WSU has partnership agreements with five community colleges that provide students advising at WSU while they are still at the community college, opportunities to participate in WSU student organization activities, housing, and partnership scholarships.

**7G Competency-based education:** 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 provide the details of work completed related to this area in FY18 only.

No change from previous year.

Please discuss efficiencies gained by implementing this recommendation. Please discuss how students have benefited, in terms of both cost and the quality of their education. In particular, how many students are estimated to be served by the college's/university's competency-based education programs? Has your college/university seen improvements in completion rates? Have students seen cost savings?

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. A chart of Wright State's Prior Learning Assessment options are attached as Appendix E.

### **Recommendation 8 | Course and Program Evaluation**

This recommendation is not applicable this year. Per O.R.C 3345.35, the colleges and universities need to address this recommendation every five years. The next applicable date is FY22.

What steps, if any, did your college/university take in FY18 to share courses/programs with partnering colleges/universities?

If you implemented course/program sharing, please discuss efficiencies gained, including cumulative efficiencies to date.

Reports addressing recent actions to reduce duplicative programs are included as Appendices C and D.

**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.

Please identify efficiencies gained in FY18 only.

Co-located campus: \_\_\_\_\_

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

**Section III: Policy Reforms**

**Recommendation 10 | Policy Reforms**

**10A Financial Advising:** Provide financial advising and training to students.

Please identify your institution’s implementation status:  
**Implemented recommendation in FY18**

Please briefly explain your implementation status.

Financial Literacy Committee promoted the “Game of Life” event that took place in the spring semester. It had five literacy challenges and an alternative workshop challenge. Approximately 200 students completed at least one of the challenges while the alternative workshop drew 3 attendees. The prizes were funded through the Wright-Patt Credit Union (WPCU) financial literacy grant. We have a long-term financial literacy partnership with WPCU to support financial literacy efforts including the “respectyourmoney.com” website for students, families and employees.

Other initiatives of the group included:

- Comprehensive financial literacy curriculum was developed for the UVC1010 and HON1010 course textbook.
- Created a co-curricular financial literacy program for UVC1010 and HON1010 that will be given during fall semester 2018.
- Incorporated additional financial literacy mailings for the change in billing policies, bill payment, and financial aid acceptance. Goal was to get a higher percentage of students to acknowledge their changes and make payment/payment arrangements by the first due date of the term.

On average, 16-20% of our student population enroll in our in-house managed installment payment plan each term to pay the cost of tuition and fees in four installments. Students and parents view this low cost plan (no interest cost / \$25 enrollment fee per semester) favorably due to its high utilization rate. The delinquency rate is consistently low ranging from less than 1% to 2.4% per semester. While Wright State has a less restrictive admissions policy compared to other Ohio 4-Year Public Institution, our 3-Year Cohort Default Rate for Federal Direct Loans has been better than many of our peer institutions (see table). We attribute this success to our continuing efforts to improve and promote financial literacy to our student population.

3-Yr Cohort Default Rate	FY2014*	FY2013	FY2012	FY2011	FY2010
Wright State	9.4	8.0	9.6	10.4	9.5
Ohio 4-Yr Public Average	11.7	11.5	12.7	13.4	10.6
National Cohort – All Institutions	11.5	NA	NA	NA	NA
Ohio Cohort- All Institutions	13.6	NA	NA	NA	NA
*FY2015 Not Available until 9/30/2018 / NA = Not Available					

If the college/university previously implemented this recommendation and saw efficiencies gained in FY18, please identify and include cumulative savings.

If you have not implemented this recommendation to date, please explain.

**10B Obstacles:** The Ohio 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?

Changes in the way that the Ohio College Opportunity Grant (OCOG) program is administered should be considered so as to deliberately leverage the funding in a way that maximizes support for needy students at the State's public institutions of higher education. Such changes would significantly assist in achieving the 2025 Attainment Goal<sup>1</sup> yet not necessarily require any additional investment by the State.

First, OCOG awards should be made on a sliding scale similar to that used for Pell Grants. Students currently become ineligible for OCOG support when their Expected Family Contribution (EFC) is less than \$2,190 and the family income is less than \$75,000. Students who are in desperate need of support can receive it but students who are just very much in need of support receive nothing. Most of the population of individuals that are eligible for Pell support actually have an EFC that is slightly *more* than \$2,500 yet those individuals receive no OCOG support at all.

Then, the possible advantages of more directly linking OCOG to State support for public institutions of higher education should also be considered. OCOG could effectively become a "reverse Pell Grant" in the same way that private institutions commonly leverage the financial aid that they provide to assist needy students. Such an approach would equalize tuition costs in a way that a "Pell-first" approach could not. For instance, if it was determined that a maximum, combined OCOG-Pell award would be \$7,500 per year (approximately 4/5 of annual tuition at Wright State) then the following would apply:

	EFC	Pell Grant Award	OCOG Award	Total Grant Package
Student A	\$0	\$6,095	\$1,405	\$7,500
Student B	\$2,000	\$4,145	\$3,355	\$7,500
Student C	\$5,100	\$1,045	\$6,455	\$7,500

It is unclear what purpose is served by OCOG being a tuition-only award when it is well understood that other direct college costs (room, board, and course materials) are important contributors to the cost of higher education. The tuition-only restriction of OCOG effectively makes Ohio War Orphans, Ohio National Guardsmen/women, and other State-funded scholarship recipients ineligible to receive OCOG support and thereby largely defeats the express purpose of those other opportunities for financial support. Allowing students to use OCOG funds for non-tuition direct college expenses would be likely to reduce the amount of debt taken on by the neediest and most deserving students.

Fixing the amount of OCOG awards for four years (instead of the current one year) would assist both with financial planning by students and with the long-term stability of the program. Currently, award amounts decrease when student applications increase – most likely during market corrections when students have the greatest need for assistance. Uncertainty regarding what a student's OCOG award amount will be, even at the time they get their financial aid letters, constitutes an unnecessary obstacle to student success especially now

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<sup>1</sup>[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/attainment/attainment-framing-paper\\_FINALb\\_050416.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/attainment/attainment-framing-paper_FINALb_050416.pdf)



that most many institutions are offering four-year guaranteed tuition rates.

Finally, the State funds in OCOG should be deliberately used to support our existing investments in public higher education in Ohio. Yet, in 2017 while 79% of degrees awarded in Ohio were granted by public institutions of higher education<sup>2</sup>, private institutions received a disproportionate 50% of budgeted OCOG funds<sup>3</sup>.

<sup>1</sup> [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/attainment/attainment-framing-paper\\_FINALb\\_050416.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/attainment/attainment-framing-paper_FINALb_050416.pdf)

<sup>1</sup> [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/headcount\\_institution\\_campus\\_07-16.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/headcount_institution_campus_07-16.pdf)

<sup>1</sup> [https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/sgs/expenditures/EXPEND\\_2016-2017.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/sgs/expenditures/EXPEND_2016-2017.pdf)

## Construction Reform

Please discuss efficiencies gained in FY18 from the 2012 Construction Reform legislation.

Many efficiencies on our capital construction projects were realized this past year. All of our projects were delivered via the single prime delivery model. This model saves University man hours in construction management and claims. Since the 2012 construction reform legislation, the University has not had any construction claims. Under the multi prime model, claims were much more prevalent. The University also engages in a fair amount of minor construction projects.

By increasing the thresholds for prevailing wage, the University has saved thousands of dollars on our minor construction projects. We are also able to deliver our smaller projects in a much more efficient manner as bid thresholds have been increased. While the competitive bid process is waived by the State of Ohio on projects under \$200,000, we still solicit letterhead bids to gain the competitive bid benefits. The duration of that process is much less than what the State requires in a competitive bid situation. This allows us to get projects out quicker and saves at least \$1,000-\$5,000 per project by not having to go through the formal bid process.

## Additional Practices

Are there additional efficiency practices your college/university implemented in FY18 to ensure students have access to an affordable and quality education? Please identify.

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<sup>2</sup>[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/headcount\\_institution\\_campus\\_07-16.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/data/statistical-profiles/enrollment/headcount_institution_campus_07-16.pdf)

<sup>3</sup>[https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/sgs/expenditures/EXPEND\\_2016-2017.pdf](https://www.ohiohighered.org/sites/ohiohighered.org/files/uploads/sgs/expenditures/EXPEND_2016-2017.pdf)

## Section IV: Master Recommendation #1 - Students Must Benefit

For chart #1, please provide the cost savings/avoidance in FY18 ONLY for the three specified categories. For chart #2, of the FY18 cost savings/avoidance to your respective college/university, please provide how much of that cost avoidance/savings was redeployed or invested into initiatives that benefit students and/or promote operational excellence.

NOTES: Please do NOT include cumulative savings as this is for FY18 only. Cumulative savings may be discussed in your above response to each recommendation. Feel free to add additional lines as necessary.

**Chart #1:**

<b>Category</b>	<b>Recommendation</b>	<b>FY18 (Actual)</b>
Cost savings/avoidance to the college/university in FY18 ONLY ,233	3A – Campus Contracts	\$83,950
	3B – Collaborative Contracts	\$6,233,313
	4B – Operations Review	\$53,258,802*
	Energy	\$275,000
	<b>Subtotal of Institutional Efficiency Savings</b>	<b>\$59,851,065</b>
Resource generation for the college/university in FY18 ONLY	4B –Operations Review	\$300,000
	4C – Affinity Partnerships	\$4,112,224**
	<b>Subtotal of New Resource Generation</b>	<b>\$4,412,224</b>
Cost savings/avoidance to students in FY18 ONLY	6A – Negotiate Textbook Costs	\$750,000
	6C – Digital Capabilities	\$159,505
	Reducing Textbook Costs	\$100,000
	<b>Subtotal of Student Savings</b>	<b>\$1,009,505</b>

\*Wright State University reduced spending by more than \$53 million from FY17 to FY18 with the implementation of budgetary realignment and controls. This total may include minor amounts of contract savings reported in 3B.

\*\*Limited to affinity partnerships and sponsorships reported in 4C. Does not include individual gifts to scholarships and programs.

**Chart #2:**

<b>Category</b>	<b>Amount Invested in FY18</b>	<b>Explanation</b>
Reductions to the total cost of attendance (tuition, fees, room and board, books and materials, or related costs — such as technology)	\$1,009,505	Savings directly realized by students as a result of textbook affordability initiatives including Inclusive Access, Auto-Adopt Policy, and OER adoptions.
Student financial aid	\$1,134,268	Student scholarships including individual and corporate gifts as well as gifts generated by sponsored events such as ArtsGala and Cameos of Caring.
Student success services, particularly with regard to completion and time to degree	\$265,000	Student success programming including career, networking, experiential learning, and professional and workforce development through Alumni Association and Brandeberry Career Development Center.
Investments in tools related to affordability and efficiency		
Improvements to high-demand/high-value student programs	\$1,017,756	Direct and in-kind gifts from partners supporting services and programming such as Community Health Care Lab, CELIA, O'Neil Center for Research Communication, Tri-Star Career Technical Education facility utilization, Rey Rey Café operation internships, and numerous medical school programs.
<i>Add other categories as needed</i>		

## **Section V: Master Recommendation #2 – Five-year Goals**

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

See attached MasterRecommendation2. Template to complete.





## Regional Compact Report West Region

June 20, 2018

Central State University  
Clark State Community College  
Edison State Community College  
Sinclair Community College  
Wright State University



## **Regional Compact Report West Region**

**June 20, 2018**

Central State University  
Clark State Community College  
Edison State Community College  
Sinclair Community College  
Wright State University

### **Introduction**

As required by Ohio Revised Code Section [3345.59](#), Central State University, Clark State Community College, Edison State Community College, Sinclair Community College, and Wright State University have executed an agreement to enter into a Regional Compact. Historically, these higher education institutions have worked on joint programs and initiatives and through this agreement are committed to exploring new partnerships that support their missions and dedication to student and alumni success.

While this report will not detail individual campus to campus partnerships, such partnerships are abundant in the Regional Compact West (RCW), and may be highlighted in future reports.

Instead, the first RCW report focuses on higher level collaboration across the colleges and universities. Further, it highlights work that has been ongoing through their participation in the Southwestern Ohio Council for Higher Education (SOCHE). SOCHE is the convener of the Regional Compact partners and the region's recognized and trusted leader for collaboration. Since 1967, SOCHE has facilitated ongoing collaboration, shared best practices in teaching and learning, and developed shared programs with the RCW institutions that advance the education, employment, and engagement of their faculty, staff, and students.

### **Working Groups**

In addition to teaming with SOCHE, the structure of the RCW includes two working groups: 1) Provost Working Group and 2) Chief Business Officer Working Group.

The Provost Working Group (PWG) will address academic collaboration among the institutions and work on identifying duplication. The Chief Business Officer Working Group (CBOWG) will explore joint contracting, shared services, and other opportunities to improve efficiency and affordability of higher education. In addition, both groups will share best practices and innovative projects that support student success, increase

access and reduce the cost of higher education. The working groups will host semiannual summits to ensure coordination and collaboration among the institutions.

### ***Academic Collaboration***

The Provosts Working Group will coordinate the development of academic programs that serve the needs of Western Ohio. The institutions will jointly notify each other of new program proposals to facilitate academic collaboration and minimize duplication. The PWG will collaborate on the identifying the duplication of academic courses and programs. Further, the PWG will host the semi-annual Regional Academic Summit. The agenda for each semi-annual Regional Academic Summit will consist of:

- Articulation and Student Pathways
- Shared programs and program development
- Workforce development and career education
- Research, technology transfer, and commercialization

The PWG will oversee the development of joint enrollment programs and articulation agreements among the institutions. Further, in working with SOCHE, the institutions will continue to support shared courses and student mobility between institutions. SOCHE allows students in all 23-member universities and colleges to enroll in courses at member institutions at no additional cost.

The West Region institutions will participate in the Regional Workforce Collaboration Partnerships. As part of the Academic Summit, the PWG will sponsor semi-annual meetings of the workforce and career development units to align career advising across institutions. In addition, the regional institutions will continue to support the SOCHE and Ohio Means Internships and Co-ops programs to provide co-op and internships opportunities to students in high demand professions.

The PWG will collaborate with the Dayton Development Coalition to identify regional workforce demand and participate in the joint regional development of Regionally Aligned Priorities in Developing Skills proposals to create the infrastructure to meet the employer needs.

### ***Operations Collaboration***

The Chief Business Officers Working Group will work together to explore opportunities for joint contracting, shared services, and other areas to achieve operational and financial efficiencies. An initial list of topic areas will include:

- Text book affordability initiatives
- Print shop efficiencies
- Child care collaborations
- Bookstore operations
- Information technology best practices



The Group will also explore areas that can be addressed through reviewing existing state contracts, institutional efficiency reports, and SOCHE initiatives.

The CBOWG will meet every six months with an agenda that, at a minimum, will include:

- Collaborative Opportunities – Initiatives that could result in the institutions creating efficiencies or becoming more effective together.
- What's Working - Sharing ideas that each member believes are successful and that could be replicated at other institutions.
- What's Not Working - Operational concerns that the Group may be able to assist with solving.
- New Opportunities - Initiatives that each campus is exploring with particular emphasis on initiatives that may be collaborative.

### **Current Collaboration**

Currently, there are numerous programs and initiatives within the RCW that demonstrate how the colleges and universities are meeting the criteria set forth by the Ohio Department of Higher Education for the Regional Compacts. Below are selected examples of existing programs under each criterion.

#### **(1) Examine whether unnecessary duplication of academic programming exists.**

- RCW submits its duplicative program report as required under ORC Section 3345.35 to fulfill criteria #1.
- RCW utilizes SOCHE Degree Finder to quickly display a comprehensive listing of available academic degrees and certificates.

#### **(2) Develop strategies to address the workforce education needs of the region.**

- RCW will look forward to ODHE's information on the Regional Career Counseling Collaboration model.
- RCW participates in the Region's Workforce Investment Board to regularly meet with Ohio Means Jobs and Employers in the region on workforce education needs.
- RCW currently collaborates via SOCHE's Career Counseling Council.
- RCW participates in creating internships and co-ops that address in-demand occupations and widespread workforce needs.
  - The 20 by 20 Challenge, an advocacy initiative to increase number of internships at companies, released its 2018 report indicating an eight percent increase in internships over the prior year and 46% increase from the benchmark year in 2012.
  - Special emphasis placed on serving Wright Patterson Air Force Base and the aerospace and defense industry cluster.
  - Joint exchange internships in Exercise Science are in development

- RCW is leveraging the state's RAPID grants to support education programs in health care and cybersecurity, a growing demand.
- RCW participates in several other collaborative strategies that serve as regional workforce solutions, including:
  - Cin-Day Cyber Corridor: multi-stakeholder alliance to address cybersecurity education and workforce development.
  - Aerospace Professional Development Center: collaborative effort between hundreds of Aerospace and Defense Companies in the region as well as Wright Patterson AFB to address workforce needs in this industry.
  - Dayton Area Graduate Studies Institute: cooperative effort between ODHE, AFRL and state universities in Ohio to provide research funding to student and faculty teams across Ohio to address the most important DoD research needs. Critical initiative in building the next generation of workforce for Aerospace and Defense Industry.

**(3) Enhance the sharing of resources between institutions to align educational pathways and to increase access within the region.**

- Several collaborative strategies are underway that share resources to align educational pathways and increase access, including those listed below under sections a), b), and c).

***(a) Provide and share resources and programming to improve academic performance and opportunities to address the workforce needs of the region.***

- RCW participates in staff and faculty professional development opportunities through SOCHE's many conferences and workshops.
- RCW participates in Course and Program Sharing discussions currently through several SOCHE councils and committees that have resulted in policy and program development.
  - Cross Registration Policy enables students to take courses at each college and university, keeping them on track toward degree completion and creating opportunities to earn credit for prerequisites required when pursuing advanced degrees.
  - Curricular modules in cybersecurity are being developed through a National Security Agency grant that will be shared broadly among the colleges and universities to advance workforce the cyber workforce.
  - Discussions are underway between universities to share foreign language courses, specifically in Arabic and Mandarin.
  - Shared cyber ranges are being created to emulate real-life experiences to better prepare students and for industry to test their cyber vulnerability.

- SOCHE members lead/participate in federal, state and local workforce studies directly aligned with key industry sectors to improve targeted academic performance for regional economic growth.

***(b) Identify, develop and implement shared curriculum and resources to promote educational pathways.***

- RCW will examine and discuss the recommendations in (b) as part of future meetings. Currently, RCW discussions and programs include:
  - Guaranteed Transfer Pathways, including pathways from undergraduate to graduate school.
  - Partnerships with Project Lead the Way to increase student success in mathematics.
  - Partnerships that focus on open educational resources and affordable learning solutions.

***c) Analyze operational costs and implement cost-effective procedures that support greater access and opportunities for students in the region.***

- RCW has reviewed the Task Force on Affordability and Efficiency in Higher Education recommendations and is beginning implementation.
- RCW will continue to work with the Task Force on identifying future cost-effective procedures.
- RCW will leverage Cross Registration Policy to decrease time to degree.
- RCW participates in Financial Vitality workshops for senior leadership.

**(4) Reduce operational and administrative costs to provide more learning opportunities and collaborations.**

- RCW has reviewed the Task Force on Affordability and Efficiency in Higher Education recommendations and is beginning implementation.
- RCW will work with SOCHE on researching cost-effective opportunities that arise from geographic proximity as well as opportunity.
- Several RCW areas already in effect or under exploration include:
  - Joint Title IX training and shared resources
  - Joint service contracts for travel agency
  - Joint RFPs for trash collection; IT services; maintenance supplies; Computer and Office Supply agreements
  - Bookstore agreement (Barnes & Noble)
  - Healthcare Consortium
  - Joint RFP for Six Sigma training for employees
  - Xerox agreement expanded to other educational institutions in RCW and beyond.

**(5) Enhance career counseling and experiential learning opportunities for students.**

- RCW will continue to work with SOCHE to build upon its current regional workforce partnerships (see (2) above) as well as identify and build new partnerships with regional organization.
- NACE resources are currently utilized to use as a benchmark for the region's growth in internships and co-ops, and to learn about the latest strategies for improving experiential learning.
- RCW will participate in the ODHE Career Counseling Workshop.
- RCW will explore experiential learning assessment software partnership.

**(6) Expand alternative education delivery models such as competency based and project based learning.**

- RCW will work with SOCHE on including Competency Based Education (CBE) and Project Based Learning (PBL) in its professional development conferences and workshops.
  - SOCHE will discuss CBE and PBL with its Faculty Development Committee and Chief Academic Officers Council, bringing national and local experts into the discussion.
- RCW will leverage Sinclair Community College's knowledge, expertise, and findings in using CBE.
- RCW will leverage the Dayton Regional STEM School and Yellow Springs Village Exempted Schools' knowledge, expertise, and findings in using PBL.

**(7) Develop strategy to increase collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts in the region.**

- RCW has in the past and will continue in the future to participate in RAPIDS.
- RCW has in the past and will continue in the future to work with Aspire.
- RCW will further develop its regional workforce partnerships (see (2) above).
- RCW is currently working with OARnet and will investigate new ways to leverage this statewide resource.
  - OARnet is also a partner in the cybersecurity initiatives underway in the region.
- RCW is working with SOCHE on several P-16 initiatives to strengthen collaboration, including:
  - K-12 Committee that addresses issues of concern to higher education and secondary schools
  - Community Connectors Program (expand)
  - Learn to Earn Dayton (expand)
  - Cin-Day Cyber Corridor engagement with K-12.
  - Collaborative meetings between K-12 and higher education administrators.

- Workshop in 2019 on the K-12 to higher education transition/hand off.

**(8) Develop strategies to enhance the sharing of resources between institutions to improve and expand the capacity and capability for research and development.**

- RCW will charge the SOCHE Chief Academic Council and Research Deans to create a new SOCHE Committee focused on Graduate Schools and the Dayton Area Graduate Studies Institute. This committee will focus on expanding research and development opportunities through State and Federal funding.

**(9) Identify and implement the best use of university regional campuses to reflect the goals described.**

- RCW will continue to work with SOCHE through its sophisticated council and committee structure in sharing best practices among members in teaching and learning and student success. Specifically, the role of the regional campuses will be introduced as a topic.
- RCW will continue to meet in the future to review and assess progress to date as well as develop new strategies to support criteria 1-8.

**Conclusion**

In conclusion, the members of the RCW are pleased to provide this written report to ODHE and are looking forward to your feedback and continued guidance around future reporting, as well as with regard to new developments in the guiding criteria for the Regional Compacts. Lastly, be assured, the public (and private) colleges and universities in southern Ohio are exemplary when it comes to collaboration. They are committed to finding innovative solutions through collaboration to higher education's most pressing challenges, as well as using collaboration as a source for creating new opportunities for the citizens of Ohio.

Thank you for this opportunity to report on the ongoing collaboration efforts among our institutions of higher education!

## SUMMARY

	NEW		USED		RENTAL		DIGITAL	
ACCOUNTANCY	\$	166.08	\$	89.68	\$	51.30	\$	89.64
BIOLOGY		157.14		103.76		69.56		71.39
EARLY CHILDHOOD EDUCATION		115.94		85.34		55.55		61.24
ENGLISH		91.05		66.99		41.29		35.64
MECHANICAL ENGINEERING		170.50		139.15		86.94		80.49
MUSIC		125.23		86.13		50.87		62.15
NURSING		153.46		94.78		55.51		64.09
<u>PYSCHOLOGY</u>		<u>147.12</u>		<u>109.22</u>		<u>66.80</u>		<u>67.03</u>
<b>AVERAGE PRICE</b>	<b>\$</b>	<b>140.82</b>	<b>\$</b>	<b>96.88</b>	<b>\$</b>	<b>59.73</b>	<b>\$</b>	<b>66.46</b>



\$	157.14	103.76	69.56	71.39
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\*\*\* NET NEW COLUMN DETAIL: For Wright State, if book is being used again next term, we buy back at 50% of purchase price for up to the # books needed next term. If book is new only/access code/digital we do not buy back so I entered the new price in this column since there is not any buyback.

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\*\*\* eBook/IA: Added Inclusive Access price to eBook column (J) - the price in this column is the eBook or Inclusive Access price. The price in NEW COLUMN (F) is the price of book/access if not in Inclusive Access program.



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1				Sample Textbook Costs: Early Childhood Education												OVERALL TEXTBOOK SAVINGS	
2		Timing		Course Information			Textbook Prices					Textbook Prices Comparison by Type				Overall Textbook Comparison by Type	
3	Year	Semester	Course Prefix	Course Name	BOOKSTORE NOTES	New	Net New****	Used	Rental	eBook/IA***	Lowest	New v. Used	New v. Rental	New v. eBook		New v. Used	not all books avail used
4			ENG 1100	Academic Writing and Reading		\$ 32.25	\$ 16.13	24.20	15.15	N/A	15.15	\$ 8.05	\$ 17.10	N/A		New v. Lowest	\$ 1,445.77
5		Fall 2017	MTH 2430	Concepts for Teachers II	See MTH2410-cont.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		Buyback Cost Savings	
6			HST 1200	The West and the World since 1500	Access Code/eBook	\$ 135.00	\$ 135.00	N/A	N/A	100.00	135.00	N/A	N/A	\$ 35.00		Buyback Percentage*	50%
7			URS 200 (1 of 2)*	Growth and Change in Urban Society	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		New v. Net New	\$ 979.63
8			ENG 2040 (1 of 7)*	Great Books: Literature	4 books-Only 1 eBook	\$ 56.95	\$ 28.48	40.60	26.70	10.99	26.70	\$ 16.35	\$ 30.25	\$ 45.96		**** NET NEW COLUMN DETAIL: For Wright State, if book is being used again next term, we buy back at 50% of purchase price for up to the # books needed next term. If book is new only/access code/digital we do not buy back so I entered the new price in this column since there is not any buyback.	
9			ENG 2100	Research Writing and Argumentation	Access Code/eBook	\$ 28.00	\$ 28.00	N/A	N/A	N/A	28.00	N/A	N/A	N/A			
10		Spring 2018	EC 2000 (1 of 3)**	Economic Life	Course Pack-new only	\$ 136.95	\$ 136.95	N/A	N/A	N/A	136.95	N/A	N/A	N/A			
11			PLS 2000 (2 of 3)**	Power and Politics		\$ 227.55	\$ 113.78	170.65	113.80	34.99	113.80	\$ 56.90	\$ 113.75	\$ 192.56			
12			BIO 3450	Concepts of Biology I:Early+Middle Childhood Ed	Access Code/eBook	\$ 200.35	\$ 200.35	N/A	N/A	116.25	116.25	N/A	N/A	\$ 84.10			
13			CHM 2450	Concepts in Chemistry I:Early+Middle Childhood Ed		\$ 300.00	\$ 150.00	225.00	150.00	26.99	26.99	\$ 75.00	\$ 150.00	\$ 273.01			
14		Fall 2018	PHY 2450	Concepts in Physics for Early Childhood Education	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		***eBook/IA: Added Inclusive Access price to eBook column (J) - the price in this column is the eBook or Inclusive Access price. The price in NEW COLUMN (F) is the price of book/access if not in Inclusive Access program.	
15			ED 2100	Education in a Democracy	2 books	\$ 70.95	\$ 35.48	53.20	33.35	N/A	33.35	\$ 17.75	\$ 37.60	N/A			
16			EES 3450	Concepts in Earth Sciencel for Early+Middle Childhood Education		\$ 143.95	\$ 71.98	107.95	60.45	69.65	60.45	\$ 36.00	\$ 83.50	\$ 74.30			
17			ED 2600	Introduction to Education	INCLUSIVE ACCESS	\$ 136.00	\$ 136.00	N/A	N/A	68.75	68.75	N/A	N/A	\$ 67.25			
18			ED 2650	Early Field Experience I: Intro to Ed Profession	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
19		Spring 2019	ED 2700	Educational Psychology		\$ 100.00	\$ 50.00	75.00	50.00	50.00	50.00	\$ 25.00	\$ 50.00	\$ 50.00			
20			ED 2750	Early Field Experience II: Intro to Ed Psych	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
21			GEO 2100	Physical Geography		\$ 109.95	\$ 54.98	82.45	55.00	54.50	54.50	\$ 27.50	\$ 54.95	\$ 55.45			
22			EDS 2900	Individuals with Exceptionalities	INCLUSIVE ACCESS	\$ 118.00	\$ 118.00	N/A	N/A	68.75	68.75	N/A	N/A	\$ 49.25			
23			HED 3310	Health Education and Physical Ed for ECE		\$ 154.25	\$ 77.13	115.70	77.15	74.60	74.60	\$ 38.55	\$ 77.10	\$ 79.65			
24			HST 2120	American History Since 1877		\$ 120.00	\$ 60.00	90.00	60.00	N/A	60.00	\$ 30.00	\$ 60.00	N/A			
25		Fall 2019	ECE 3210	ECE Field Experience I	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
26			ECE 3200	Social Studies Methods in ECE		\$ 174.65	\$ 87.33	131.00	70.85	66.49	66.49	\$ 43.65	\$ 103.80	\$ 108.16			
27			ECE 3300	Introduction to Child Development	2 Books - both codes	\$ 173.85	\$ 173.85	N/A	N/A	N/A	173.85	N/A	N/A	N/A			
28			ECE 3650	Phonics and Word Study in ECE	2 Books	\$ 115.60	\$ 57.80	86.70	57.80	35.98	35.98	\$ 28.90	\$ 57.80	\$ 79.62			
29			ECE 4400	Assessment Methods in ECE		\$ 83.00	\$ 41.50	62.25	41.50	N/A	41.50	\$ 20.75	\$ 41.50	N/A			
30		Spring 2020	ECE 3230	ECE Field Experience II (no books)	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
31			ECE 3150	Literacy Methods: Reading		\$ 65.00	\$ 32.50	48.75	32.50	N/A	32.50	\$ 16.25	\$ 32.50	N/A			
32			ECE 3400	Class Management and Positive Child Guidance	Access Code/eBook	\$ 118.00	\$ 118.00	N/A	N/A	N/A	118.00	N/A	N/A	N/A			
33			ECE 4200	Mathematics Methods in ECE		\$ 48.00	\$ 24.00	N/A	N/A	16.00	16.00	N/A	N/A	\$ 32.00			
34			ECE 4300	Differentiation and Collaboration to Engage Diverse Learners		\$ 34.95	\$ 17.48	26.20	17.50	34.95	17.48	\$ 8.75	\$ 17.45	\$ -			
35			MTH 2410	Mathematics Concepts for Teachers I	Access Code/eBook	\$ 156.00	\$ 156.00	N/A	N/A	126.00	126.00	N/A	N/A	\$ 30.00			
36		Fall 2020	ECE 4210	ECE Internship Part I: Methods	NO TEXT	N/A	\$ -	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
37			ECE 3750	Writing Methods in Early Childhood Education		\$ 87.80	\$ 43.90	N/A	N/A	N/A	43.90	N/A	N/A	N/A			
38			ECE 3500	Families, Communities, and Schools	Access Code/eBook	\$ 128.75	\$ 128.75	N/A	N/A	86.25	86.25	N/A	N/A	\$ 42.50			
39			ECE 4100	Science Methods in ECE	NSTA Membership	\$ 72.00	\$ 72.00	N/A	N/A	N/A	72.00	N/A	N/A	N/A			
40			ECE 4650	Literacy Methods: Supporting Struggling Readers		\$ 34.40	\$ 17.20	25.80	27.00	N/A	17.20	\$ 8.60	\$ 7.40	N/A			
41		Spring 2021	ECE 4800	Early Childhood Education Professional Seminar	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
42			ECE 4900	ECE Internship Part II: Student Teaching	NO TEXT	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
43			MTH 2450	Mathematics Concepts for Teachers III	See MTH2410-cont.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
44						\$ -	\$ -				-	\$ -	\$ -	\$ -			
45						\$ -	\$ -				-	\$ -	\$ -	\$ -			
46				Total Costs		\$ 3,362.15	\$ 2,382.53	\$ 1,365.45	\$ 888.75	\$ 1,041.14	\$ 1,916.39						
47				Cost Savings - New v. Net New		\$ 979.63											
48				Cost Savings - New v. Lowest Price Option		\$ 1,445.77											
49																	
50	*Students choose ONE course from a series of options - the number of options from which students may choose is in parentheses - The course listed is one of the options																
51	**Students choose TWO courses from a series of options - the courses listed two of the three options available to them																
52						\$ 115.94		85.34	55.55	61.24							



[illegible]

\$ 170.50	139.15	86.94	80.49
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\$	153.46	94.78	55.51	64.09
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\*\*\*eBook/IA: Added Inclusive Access price to eBook column (J) - the price in this column is the eBook or Inclusive Access price. The price in NEW COLUMN (F) is the price of book/access if not in Inclusive Access program.



### **Duplicative Program Report**

Provost Sudkamp presented the “Final Action Report on Duplicate Programs” to the Academic Affairs and Enrollment Committee for their review and decision to forward to the full Board for approval.

Ohio Revised Code 3345.35 requires that the Department of Higher Education identify duplicative programs within each region of the state, with particular attention to campuses within close proximity. Institutions of higher education were asked to review a list of duplicate programs to identify opportunities for collaboration or consolidate of programs between institutions.

Wright State and Central State share a proximity region and received a list of programs for review. Criteria for evaluation included enrollment, number of graduates, cost, quality, and reputation. The final report does not recommend any closure of programs, however, it provides some strategies to enhance enrollment. The report also identifies potential course sharing with Central State.

**The final report can be accessed here:**

<http://www.wright.edu/sites/www.wright.edu/files/uploads/2017/Nov/meeting/AA%203%20Wright%20State%20University%202017%20Final%20Action%20Report%20on%20Duplicate%20Programs.pdf>

The committee accepted the report and has recommended the Board address the following resolution for approval.

### **RESOLUTION 18 -**

WHEREAS, Am. Sub. H. B. No. 64, Section 3345.35 requires the Board of Trustees of each state institution of higher education to evaluate all courses and programs the institution offers based on enrollment and student performance in each course or program; and

WHEREAS, the Governor’s Task Force on Affordability and Efficiency recommended that institutions should consider consolidating programs that are duplicated at other public colleges and universities in their geographic area; and

WHEREAS the Ohio Department of Higher Education provided a list of programs offered by both Wright State University and Central State University; and

WHEREAS the Chancellor of the Ohio Department of Higher Education has required the submission of a final report to the Ohio Department of Higher

Education by December 31, 2017, that shall be comprised of the decision made for each duplicated program and a timeline of specified actions.

WHEREAS Wright State University has produced a report entitled *2017 Final Action Report on Duplicate Programs* that satisfies the preceding requirements; therefore, be it

RESOLVED that the Wright State University submits the accompanying *2017 Final Action Report on Duplicate Programs* to the Ohio Department of Higher Education.

I offer this Motion:

Do I have a Second:

Roll Call Vote:





# WRIGHT STATE UNIVERSITY



## 2017 Final Action Report on Duplicate Programs

## Ohio Department of Higher Education Guidelines

A January 9, 2017, a communication from the Ohio Department of Higher Education provided the following background and instructions for the state mandated duplicate program review.

*Section 3345.35. of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance. It also required that, for courses with low enrollment, boards evaluate the benefits of delivering the course through regional collaboration. To comply with that legislation, the Chancellor provided a definition of low enrollment courses and the boards of each state college and university submitted reports that described the process and data used to identify courses that met the chancellor's definition of low enrollments and then provided a summary of recommended actions for each identified course (e.g., no action, course elimination, reduction in the number of sections or the timing of sections, change in course delivery modality; targeted as a candidate for course sharing).*

*More recently, the Governor's Task Force on Affordability and Efficiency noted that the legislation required reporting for low enrollment courses but did not address reporting requirements for duplicative programs. Consequently, the task force recommended that: "Institutions should consider consolidating programs that are duplicated at other colleges and universities in their geographic area." The report went on to say, "The Department of Higher Education should identify duplicative programs within each region of the state, with particular attention to co-located campuses. Institutions should then review any programs not covered by the current low-enrollment review ordered by the legislation to identify opportunities to consolidate."*

### **ODHE Data Regarding Duplicate Programs**

*The Ohio Department of Higher Education (ODHE) identified duplicative programs within each region of the state, with particular attention to co-located campuses. The following steps were used construct the attached spreadsheets:*

- *Using data reported to the Higher Education Information (HEI) system, ODHE classified degrees awarded since 2012 as a program within an institution using its 6 digit CIP Code, resulting in a list of programs offered at each public college and university in the state.*
- *Each public college and university was then assigned to one of six regions across the state; these regions are mainly aligned to the six JobsOhio regions associated with the main campus*
  - *NEOMED is not included due to their medical program focus*
  - *Southern State Community College was placed in the Southwest Region*
- *Information on programs at institutions in each region was then used to create spreadsheets indicating*
  - *Duplicate programs (highlighted in red) at universities in each region*
  - *Duplicate programs (highlighted in red) at community colleges in each region*
  - *Duplicate programs (highlighted in red) at co-located campuses*

- *Data on the number of program graduates is included for the same 3 years and the average cost per graduate of the program was calculated using HEI cost data.*
  - *The HEI cost data for each course completed by the graduate was summed (please note that costs were summed for all courses taken prior to graduation, whether or not the course was required for the student's program)*
  - *This summed cost was averaged across all program completers over the three-year period*
  - *The data were omitted when the number of program graduates was less than 5 over the three-year period*

*These spreadsheets will help faculty, administrators and trustees to see programs that are duplicated in their region, and will help them as they evaluate duplicate program fit within the institution, (e.g. reasonable duplication or unreasonable duplication that should be targeted for action, such as elimination or regional collaboration).*

*Duplication of many programs is to be expected. For instance, essentially all colleges will have programs in majors that are needed by students throughout the state (e.g., English, psychology, engineering, business, mathematics, history, nursing). Therefore, cases of duplication will need to be considered on a case-by-case basis to determine whether the duplication is appropriate or not. Factors to be considered in this analysis would include dynamics such as: the number of students enrolled in the program, the number of graduates from the program, costs of the program (including staffing, facilities, pedagogical requirements, and accreditation requirements), quality or reputation of the program, etc.*

**Reporting (all submissions will be posted on the Department of Higher Education website)**

**By April 30<sup>th</sup>, 2017** each Board of Trustees shall submit an **Initial Report on Duplicate Programs** to the Chancellor. The submission should include:

- I. *A brief description of the process and data used to evaluate programs;*
- II. *A list of the duplicate programs **not targeted** for action and the rationale for the decision (e.g., robust enrollment and program completion, program central to institutional mission and/or reputation, program specialized and therefore not duplicative, program shares a large proportion of classes with other programs on campus ).*
- III. *A list of the duplicate programs **being considered for action**.*

**By September 30<sup>th</sup>, 2017**, each institution's chief academic officer shall submit a **Progress Report on Duplicate Programs** to the Chancellor, indicating the action being evaluated for each of the targeted programs (e.g., elimination, collaboration with named partner institution for course and program sharing, continuing to evaluate for potential change, other).

**By December 31<sup>st</sup>, 2017**, each Board of Trustees shall submit a **Final Action Report on Duplicate Programs** to the Chancellor, indicating the decisions made for each of the targeted programs and a timeline for those actions.

## Evaluation Process

The Ohio Department of Higher Education provided a list of nineteen programs offered by both Wright State University and Central State University, the two public bachelor degree granting public institutions of higher education in JobsOhio Western Region. The initial assessment of these programs was based on the number of students in the major, the number of graduates, the number of students and credit hours taught by the program's home department, and the department's revenue to expense ratio. This data is given in Appendix A. The Deans provided recommendations and rationale for the continuation or further evaluation of the programs. These recommendations were based on alignment with the strategic plan, the quality and recognition of the program, and enrollment and financial impact of the program. The Initial Report on Duplicate Programs was approved by the Wright State University Board of Trustees and was submitted to the Ohio Department of Higher Education on April 28, 2017.

The initial program review identified

Bachelor of Arts: Art

Bachelor of Arts: Biology

Bachelor of Arts: Chemistry

Bachelor of Arts: Economics

Bachelor of Arts: Geography

Bachelor of Arts: Geology/Earth and Environmental Science

Bachelor of Arts: Mathematics

Bachelor of Arts: Music

for further consideration. Each of the identified programs are Bachelor of Arts degrees that share courses with Bachelor of Science degrees in the same discipline. Throughout the summer, the Provost, the Deans and curriculum committees reviewed these programs based on their enrollment, potential for growth, and degree of similarity with the program identified as a duplicate at Central State University. In addition, the Provosts from Wright State and Central State conferred on program duplication.

## Programs Initially Not Targeted for Action

Program Title	Rationale for Leaving Program in Its Current Form
Accounting	BSB Accounting: Average number of graduates: 92

BSB: not targeted	<p>Average number of students served by department: 2,409 Department revenue/expense ratio: 1.39</p> <p>The Accounting program ranks first in the state by CPA passing rate, and ranked tenth in the country by Public Accountants Report. The program holds an independent AACSB accreditation (one of only 186 as of 2017). Accounting is in the "high demand" job category and statistics indicate universities will be lagging in providing candidates in this upcoming decade.</p>
<b>Art/Art Studies, General</b> BFA Art: not targeted BA Art: consider for action	<p>BFA Art: Average number of graduates: 31 BA Art: Average number of graduates: 2 Average number of students served by department: 1,874 Department revenue/expense ratio: 1.78</p> <p>The Art program is essential to WSU's institutional reputation for excellence in the arts and is part of CELIA, the state Center of Excellence. The Wright State and Central State programs have different areas of focus; CSU has a graphic design program and courses in computer art while WSU offers areas of concentration in sculpture, photography and printmaking not found in the CSU curriculum.</p> <p>The Stein Art Galleries, with an extensive and important permanent collection, is part of the art department at Wright State and is a significant teaching and community resource. WSU's program is housed in the newly renovated Creative Arts Center designed to support the existing program.</p>
<b>Biology/Biological Sciences, General</b> BS Biology: not targeted BA Biology: consider for action	<p>BS Biology: Average number of graduates: 105 BA Biology: Average number of graduates: 4 Average number of students served by department: 2409 Department revenue/expense ratio: 2.14</p> <p>The biology program has robust enrollment and program completion; the program is central to the institutional mission; many graduates go on to professional schools and careers that meet societal needs; the program provides many opportunities and specializations that are not duplicative with Central State.</p>
<b>Business/Commerce, General</b> BSB Business: not targeted	<p>BSB General Business: Average number of graduates: 4 Lake Campus revenue/expense ratio: 1.67</p> <p>The General Business program is offered only at Lake Campus and not in the Dayton Campus. The program provides four-year Bachelor of Science in business for Mercer/Celina counties. It has shown significant growth since inception and is critical to meet the demand of business professionals in the Western Ohio region.</p>

<b>Chemistry, General</b> BS Chemistry: not targeted BA Chemistry: consider for action	BS Chemistry: Average number of graduates: 17 BA Chemistry: Average number of graduates: 3 Average number of students served by department: 5,299 Department revenue/expense ratio: 2.67  The Chemistry Department at Wright State University offers a Bachelor of Science degree program that is certified by the American Chemical Society. The department maintains and utilizes an extensive collection of advanced instrumentation that are also available for student use for instruction and scholarly research.
<b>Early Childhood Education and Teaching</b> BSED Early Childhood: not targeted	BSED Early Childhood: Average number of graduates: 61 Average number of students served by department: 5,051 Department revenue/expense ratio: 2.02  The Early Childhood Education program at Wright State University enrolls substantially more students is the largest teacher preparation program at WSU. The pass rates on the state licensure exams for teacher candidates prepared at WSU is 98%. In addition, WSU teacher candidates consistently rate higher in the quality of the preparation they received at WSU than teacher candidates who attended other institutions in Ohio. On the most recent pre-service teacher survey administered by ODHE, for example, the mean scores for Early Childhood at WSU were higher than the state average for 92% of the items on the survey.
<b>Economics, General</b> BSB Economics: not targeted BA Economics: consider for action	BSB Economics: Average number of graduates: 8 BA Economics: Average number of graduates: 3 Average number of students served by department: 3,526 COB Department revenue/expense ratio: 1.72  Economics is a key discipline needed by students in many majors, an important contributor to the general education program, and crucial to Wright State's mission. Wright State offers a B.S.B in Business Economics in the Raj Soin College of Business and a B.A. in Economics in the College of Liberal Arts. There is significant joint coursework used in both WSU economics programs and economics courses are also components of other business and liberal arts programs. Thus, the average class size for upper level economics courses was 23.2 students over the past 2 years. The economics program offered by Central State is business focused but not AACSB accredited as is the case for WSU's BSB Business Economics program. WSU's BA Economics program differs from CSU's economics program in its liberal arts and social science focus. Placement is strong for the WSU programs, with 88% placement within 3 months of graduation at a median starting salary of just over \$48,000 in 2016.

	<p>Wright State offers a Bachelor of Science in Business Economics in the college of business and the Bachelor of Arts in Economics in the college of liberal arts. There is significant joint coursework used in both WSU economics programs.</p> <p>The regional economics component of the BSB program and many of the activities of the Department of Economics are consistent with the university goal of serving as a driver of economic growth in the Dayton area. The Department of Economics is one of the most accomplished in scholarship within the College of Business. Placement is strong, with 88% of graduates placed in economics related occupations that require a college degree within 3 months of graduation. The median starting salary for new graduates exceeded \$48,000 in 2016.</p>
<b>English Language and Literature, General</b> BA English: not targeted BA Language Arts: not targeted	<p>BA English: Average number of graduates: 61            BA Language Arts: Average number of graduates 22            Average number of students served by department: 7,142            Department revenue/expense ratio: 1.89</p> <p>English is a foundational discipline needed by students throughout the state and a linchpin for the general education program. WSU's English department has been proactive in developing innovative programs to assist our student population in enhancing their skills and succeeding in their coursework. The department offers programs not duplicated at Central State including Teaching English to Speakers of Other Languages (TESOL), Teaching English as a Foreign Language (TEFL) and Professional and Technical Writing. The Wright State English department houses several MA programs and the accredited Learning English through Academic and Professional Progress (LEAP) program.</p>
<b>Geography</b> BS Geography: not targeted BA Geography: consider for action	<p>BA Geography: Average number of graduates: 1            BS Geography: Average number of graduates: 6            Average number of students served by department (former): 1,723            Department revenue/expense ratio (former): 2.26</p> <p>The Wright State Geography program recently merged with the department of Political Science to form a new, more efficient School of Policy and International Affairs (SPIA). The WSU program offers a more generalist approach providing many career opportunities in a variety of settings, while the CSU program is more narrowly focused on managing water resources. Both BA and BS degrees are options at Wright State, and more upper level courses are required, leading to sophisticated knowledge and skill development.</p>
<b>Geology/Earth Science, General</b> BS EES: not targeted BA EES: consider for action	<p>BS Earth &amp; Environ Science: Average number of graduates: 16            BA Earth &amp; Environ Science: Average number of graduates: 3            Average number of students served by department: 1,901            Department revenue/expense ratio: 1.57</p> <p>Enrollments in courses and completions of undergraduate degree programs have remained high within the Department of Earth &amp; Environmental Sciences at Wright State. The Department also has graduate programs (M.S., M.S.T., and Ph.D.) that</p>

	broaden the range of courses offered and create opportunities for undergraduate students to participate in research or internships.
<b>History, General</b> BA History: not targeted	BA History: Average number of graduates: 28 Average number of students served by department: 4,479 Department revenue/expense ratio: 2.79  History is a foundational discipline needed by students throughout the state and a cornerstone for the general education program. Wright State has a large undergraduate program as well as Masters programs with concentrations in Public History, US History, War and Society, and general history. The latter programs are not duplicative.
<b>Junior High/Intermediate/Middle School Education and Teaching</b> BSED Middle Childhood Education: not targeted	BSED Middle Childhood: Average number of graduates: 46 Average number of students served by department: 5,051 Department revenue/expense ratio: 2.02  The Middle Childhood program at WSU has strong indicators of success. The pass rates on the state licensure exams for teacher candidates prepared at WSU is 100%. On the most recent pre-service teacher survey administered by ODHE, for example, the mean scores for WSU's Middle Childhood Program were higher than the state average on 100% of the items on the survey. Further, the Middle Childhood Education program at Wright State is contributing more to the state's teacher shortages in science and math for grades 4-9.
<b>Mathematics, General</b> BS Mathematics: not targeted BA Mathematics: consider for action	BA Mathematics: Average number of graduates: 4 BS Mathematics: Average number of graduates: 16 Average number of students served by department: 6,009 Department revenue/expense ratio: 2.12  Mathematics is a requirement of all students at the university and central to the institutional mission. In addition to serving the region's research and private sectors with important degree options, the department also provides consulting services across campus and is intimately involved in campus retention issues through strategies aimed at enhanced math competency via a co-remediation model.
<b>Music Performance, General</b> BM Music Performance: not targeted BM Music Education: not targeted BA Music: consider for action	BM Music Performance: Average number of graduates: 9 BM Music Education: Average number of graduates: 14 BA Music: Average number of graduates: 3 Average number of students served by department: 4,284 Department revenue/expense ratio: 2.04  The Music program is essential to WSU's institutional reputation for excellence in the arts, and is part of CELIA, our state Center of Excellence. The number of majors has held steady and the reputation of our School of Music continues



	to grow. The WSU Music program has a full music performance focus with all aspects of classical music including orchestra, while CSU has a jazz and marching band focus; the programs are specialized and not duplicative. WSU's program is housed in the newly renovated Creative Arts Center, designed to support the existing program.
<b>Political Science and Government, General</b> BA Political Science: not targeted	BA Political Science: Average number of graduates: 39 Average number of students served by department (former): 2,963 Department revenue/expense ratio (former): 1.75  Political Science is a foundational major. Political Science recently merged with the department of Urban Affairs and Geography to form a new, more efficient School of Policy and International Affairs (SPIA). The WSU program offers more courses in a wide variety of areas that are not duplicated in Central State offerings.
<b>Psychology, General</b> BA Psychology: not targeted BS Psychology: not targeted	BA Psychology: Average number of graduates: 62 BS Psychology: Average number of graduates: 45 Average number of students served by department: 7,326 Department revenue/expense ratio: 2.28  Psychology has large undergraduate enrollment in both the B.A. and B.S. programs. Having overlapping programs provides students with options to complete different programs without having to change majors or go to a different university. The programs approach psychology from a science-based perspective so we provide our majors with greater STEM-literacy than might be obtained from other psychology majors in the state.
<b>Social Work</b> BA Social Work: not targeted	BA Social Work: Average number of graduates: 47 Average number of students served by department: 1,538 Department revenue/expense ratio: 2.61  Social Work WSU is a rapidly growing and highly successful program. WSU has accredited undergraduate and graduate programs. Expansion of the Social Work programs responds to a community priority.
<b>Sociology</b> BA Sociology: not targeted	BA Sociology: Average number of graduates: 30 Average number of students served by department: 4,972 Department revenue/expense ratio: 2.97  Sociology is a foundational major needed by students throughout state and is central to the Wright State mission. Sociology courses and faculty contribute to a variety of other majors, minors and certificates. The WSU sociology internship program is particularly robust and supports area employers as well as providing opportunities for students. The programs have different areas of focus.

## Programs Considered for Action

Throughout the summer, the Provost, the Deans and curriculum committees reviewed the eight Bachelor of Arts programs based on the incremental cost with that of the degree Bachelor of Science degree, the additional opportunities provided to students, and the potential for enrollment growth, and the degree of similarity with the program at Central State University.

In addition to the program review, the Provosts from Wright State and Central State conferred on program duplication and course sharing. Using Wright State's newly renovated classrooms equipped with Cisco Office Technology, Wright State and Central State will pilot shared synchronous course offering through the collaboration of the History Departments of the two institutions.

Program Title	Action to be Taken
<b>Art/Art Studies, General</b> BA Art: continue and revise Timeline: Sp 18: BA Art with Certificate in Arts Management Fa 18: Develop curriculum for BA Art with licensure	BFA Art: Average number of graduates: 31 BA Art: Average number of graduates: 2 Average number of students served by department: 1,874 Department revenue/expense ratio: 1.78 Number of required courses unique to the BA Art: 0  Enhance enrollment in the BA Art by: <ul style="list-style-type: none"> <li>Promoting pairing of BA Art with Certificate in Arts Management</li> <li>Investigating feasibility of pairing BA Art with minor leading to teaching license</li> </ul>
<b>Biology/Biological Sciences, General</b> BA Biology: continue and revise Timeline: Sp 18	BS Biology: Average number of graduates: 105 BA Biology: Average number of graduates: 4 Average number of students served by department: 2409 Department revenue/expense ratio: 2.14 Number of required courses unique to the BA Biology: 0  Redesign the curriculum to support the new bachelor's degree programs in public health and interdisciplinary degrees including forensics, bioinformatics, and pharmaceutical sales. Will also develop science education licensure programs to enhance enrollments in that focus to meet regional and state demands.

<b>Chemistry, General</b> BA Chemistry: continue and develop enrollment strategy Timeline: Sp 18	BS Chemistry: Average number of graduates: 17 BA Chemistry: Average number of graduates: 3 Average number of students served by department: 5,299 Department revenue/expense ratio: 2.67 Number of required courses unique to the BA Chemistry: 0  Develop growth plan focusing on direct employment and professional career opportunities. The BA will be marketed to students targeting employment directly after the baccalaureate degree, or students targeting medical or other professional schools. In turn, the BS will be marketed to students targeting graduate school in chemistry.
<b>Economics, General</b> BA Economics: Timeline: Sp 18	BSB Economics: Average number of graduates: 8 BA Economics: Average number of graduates: 3 Average number of students served by department: 3,526 COB Department revenue/expense ratio: 1.72 Number of required courses unique to the BA Economics: 0  Pursue strategies to increase enrollment in both programs, including the consideration of possible migration or merger as part of the academic reorganization process. Consider migration/merger of the program with the Raj Soin College of Business and implement if beneficial to students and program efficiency.
<b>Geography</b> BA Geography: continue and revise Timeline: Sp 18	BA Geography: Average number of graduates: 1 BS Geography: Average number of graduates: 6 Average number of students served by department (former): 1,723 Department revenue/expense ratio (former): 2.26 Number of required courses unique to the BA Geography: 0  Develop a growth plan and revise curriculum to enhance focus on GIS and make students more competitive.
<b>Geology/Earth Science, General</b> BA EES: continue and revise Timeline: Sp 18	BS Earth & Environ Science: Average number of graduates: 16 BA Earth & Environ Science: Average number of graduates: 3 Average number of students served by department: 1,901 Department revenue/expense ratio: 1.57 Number of required courses unique to the BA Earth and Environmental Science: 0  The BA program is designed for students pursuing careers as high school (Adolescent/Young Adult) teachers. Does not duplicate BS program career paths nor the Central State program. Work with College of Education to create a streamlined degree pathway to licensure in this focus area.

<b>Mathematics, General</b> BA Mathematics: continue Timeline: Sp 18	<p>BA Mathematics: Average number of graduates: 4 BS Mathematics: Average number of graduates: 16 Average number of students served by department: 6,009 Department revenue/expense ratio: 2.12 Number of required courses unique to the BA Mathematics:</p> <p>The BA program is designed for careers requiring mathematical competency such as finance or data management. Does not duplicate BS program career paths, and as such its elimination would prevent students, for whom the BS is too restrictive and/or difficult, from entering these high demand career paths. The BA will be part of a Math/STAT marketing focus geared toward growing these degrees to meet regional need.</p>
<b>Music Performance, General</b> BA Music: continue and revise Timeline: Fa 18	<p>BM Music Performance: Average number of graduates: 9 BM Music Education: Average number of graduates: 14 BA Music: Average number of graduates: 3 Average number of students served by department: 4,284 Department revenue/expense ratio: 2.04 Number of required courses unique to the BA Music: 0</p> <p>Enhance enrollment in the BA Music by:</p> <ul style="list-style-type: none"><li>• Promoting pairing of BA Music with Certificate in Arts Management</li><li>• Investigating feasibility of creating a concentration in recording technology</li></ul>

## Appendix A: Departmental Enrollment and Graduation Data

<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
<b>Accounting (Accountancy)</b>							
Accountancy - Intent	520301	264	88				
Accountancy - Pre	520301	517	172				
Accountancy - BSB (UG SCH)	520301	615	205	277	92	20,785	7,216
Accountancy - MACC (GR SCH)	520301	68	23	56	19	990	330
<b>Accountancy Dept. Total</b>		<b>1,464</b>	<b>488</b>	<b>333</b>	<b>111</b>	<b>21,775</b>	<b>7,546</b>
<b>Art/Art Studies, General (Art &amp; Art History)</b>							
Art - BA Intent	500701	1	1				
Art - BFA Intent	500701	94	31				
Art - BA Pre	500701	1	1				
Art - BFA Pre	500701	28	9				
Art - BA	500701	25	8	6	2		
Art - BFA	500701	317	106	92	31		
Art (minor)	500701	6	2	1	1		
Art History - BA	500703	32	11	6	2		
Art History (minor)	500703	12	4	6	2		
<b>Art &amp; Art History Dept. Total</b>		<b>516</b>	<b>173</b>	<b>111</b>	<b>38</b>	<b>16,809</b>	<b>5,621</b>
<b>Biology/Biological Sciences, General (Biological Sciences)</b>							
Biological Sci - BA Intent	260101	10	3				
Biological Sci - BS Intent	260101	708	236				
Biological Sciences - BA	260101	42	14	13	4		
Biological Sciences - BS (UG SCH)	260101	1,233	411	315	105	47,286	13,999

<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
Biological Sciences - MS (GR SCH)	260101	77	26	37	12	2,833	676
Biological Sciences (minor)	260101	29	10	7	2		
Clinical Lab Science - Intent	511005	61	20				
Clinical Lab Science - Pre	511005	75	25				
Clinical Lab Science - BSCLS (UG SCH)	511005	56	19			1,627	891
Clinical Lab Science - Cert (newer program)	511005	1	1	26	13		
Pre-Med Studies Adv - Cert	511102	15	5	12	4		
Pre-Med Studies Core - Cert	511102	38	13	19	6		
<b>Biological Sciences Dept. Total</b>		<b>2,345</b>	<b>782</b>	<b>429</b>	<b>146</b>	<b>51,745</b>	<b>15,566</b>
<b>Business/Commerce, General (Management &amp; International Business)</b>							
General Business - Intending	520101	14	5				
General Business - Pre	520101	10	3				
General Business - BSB (new program)-UG SCH	520101	19	6	4	4	428	428
Management - Intent	520101	253	84				
Management - Pre	520101	410	137				
Management - BSB (UG & GR SCH)	520101	477	159	256	85	20,611	6,875
Management (minor)	520101	194	65	71	24		
Human Resource Mgmt - Intent	521001	69	23				
Human Resource Mgmt - Pre	521001	142	47				
Human Resource Mgmt - BSB (UG SCH)	521001	211	70	134	45	8,763	2,921
Human Resource Mgmt - Cert (newer program)	521001	27	9				
International Business - Intent	521101	74	25				
International Business - Pre	521101	93	31				

<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
International Business - BSB (UG SCH)	521101	73	24	29	10	204	68
International Business (minor)	521101	23	8	6	2		
<b>Management &amp; International Business Dept. Total</b>		<b>2,089</b>	<b>696</b>	<b>500</b>	<b>170</b>	<b>30,006</b>	<b>10,292</b>
<b>Chemistry, General (Chemistry)</b>							
Chemistry - Intent	400501	87	29				
Chemistry - BA	400501	20	7	9	3		
Chemistry - BS (UG SCH)	400501	244	81	52	17	40,634	14,780
Chemistry - MS (GR SCH)	400501	63	21	31	10	3,067	1,116
<b>Chemistry Dept. Total</b>		<b>414</b>	<b>138</b>	<b>92</b>	<b>30</b>	<b>43,701</b>	<b>15,896</b>
<b>Early Childhood Education and Teaching (Teacher Education)</b>							
Early Childhood Ed - Intent	131210	579	193				
Early Childhood Ed - Pre	131210	142	47				
Early Childhood Ed - BSED	131210	321	107	182	61		
Early Childhood Ed Ugrad - Lic	131210	1	1				
Early Childhood Genrlst - End	131210	5	2				
Middle Childhood Ed - Intent	131203	235	78				
Middle Childhood - Pre	131203	31	10				
Middle Childhood Ed - BSED	131203	457	152	124	41		
Middle Childhood IS - Intent	131007	7	2				
Middle Childhood IS - BSED	131007	12	4	10	5		
Middle Childhd Graduate - Pre	131203	5	2				
Middle Childhood - MED	131203	109	36	98	33		

<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
Middle Childhood Ed - Lic	131203	1	1				
Middle Childhood Genrlst - End	131203	12	4				
Gifted Education Needs - End	131004	26	9				
Gifted Intervention Spec - End	131004	32	11				
Intervention Specialist - Lic	131007	28	9				
Intervention Specialist - MED	131007	126	42	107	36		
Adolescent to Young Adult- Lic	131205	3	1				
Adolescent Young Adult - Pre	131205	44	15				
Adolescent Young Adult - MED	131205	141	47	101	34		
Advanced Studies - MED	130101	9	3	5	3		
Multi-Age - Pre	131206	12	4				
Multi-Age Education Lic - Pre	131206	2	1				
Multi-Age - MED	131206	18	6	14	7		
Pre-Kinder Interv Spec - End	131209	18	6				
Pre-Kinder Special Needs - End	131209	2	1				
Literacy - MED	131315	91	30	33	11		
Reading - End	131315	70	23				
Reading Education - End	131315	151	50	1	1		
Teacher Education - Pre	130101	67	22				
Classroom Teacher - MED (no longer used)	139999	119	40	17	8		
TESOL - End	131401	9	3				
<b>Teacher Education Dept. Total</b>		<b>2,885</b>	<b>963</b>	<b>692</b>	<b>240</b>	<b>42,319</b>	<b>15,152</b>



<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
<b>Economics, General (Economics)</b>							
Economics - Intent	450601	20	7				
Economics - Pre	450601	2	1				
Economics - BA	450601	67	22	13	4		
Economics (minor)	450601	48	16	23	8		
Economic Issues - Cert (newer program)	450601	1	1				
Business Economics - Intent	520601	228	76				
Business Economics - Pre	520601	103	34				
Business Economics - BSB	520601	51	17	23	8		
Business Economics (minor)	520601	19	6	4	1		
Social + Applied Econ - MS	450699	82	27	48	16		
<b>Economics Dept. Total</b>		<b>621</b>	<b>208</b>	<b>111</b>	<b>37</b>	<b>32,104</b>	<b>10,579</b>
<b>English Language and Literature, General (English Languages &amp; Literatures)</b>							
English - Intent	230101	116	39				
English - Pre	230101	13	4				
English - BA (UG SCH)	230101	659	220	183	61	62,129	20,453
English (minor)	230101	56	19	8	3		
English: Lang Arts Ed - Intent	230101	25	8				
English: Lang Arts Ed - BA	230101	168	56	62	21		
English - MA (GR SCH)	230101	119	40	67	22	2,914	974
Tech/Pro Writing - Cert	231303	10	3	10	3		
TEFL - Cert	131401	19	6				
TESOL - Cert	131401	6	2	8	3		
<b>English Languages &amp; Literatures Dept. Total</b>		<b>1,191</b>	<b>397</b>	<b>338</b>	<b>113</b>	<b>65,043</b>	<b>21,427</b>

<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
<b>Geography (Urban Affairs &amp; Geography)</b>							
Geography - Intent	450701	2	1				
Geography - BS - Pre	450701	1	1				
Geography - BA	450701	18	6	4	1		
Geography - BS (UG SCH)	450701	42	14	17	6	5,029	1,639
Geography (minor)	450701	4	1	1	1		
Geographic Info Sci - Cert	450702	8	3	14	5		
Urban Affairs - Intent	451201	8	3				
Urban Affairs - BA	451201	41	14	8	3		
Urban Affairs - BS (UG SCH)	451201	27	9	4	1	7,527	2,509
Urban Affairs (minor)	451201	10	3	3	1		
Nonprofit Administration-Cert (newer)	520206	10	3	11	11		
Public Administration - MPA (GR SCH)	440401	148	49	68	23	3,085	1,023
American Humanics - Cert	520206	3	1				
Cartography - Cert (newer)	450702	3	1				
<b>Urban Affairs &amp; Geography Dept. Total</b>		<b>325</b>	<b>109</b>	<b>130</b>	<b>52</b>	<b>15,641</b>	<b>5,171</b>
<b>Geology/Earth Science, General (Earth &amp; Environmental Sciences)</b>							
Earth + Environ Sci - Intent	400601	76	25				
Earth + Environmental Sci - BA	400601	33	11	10	3		
Earth + Environmental Sci - BS (UG SCH)	400601	197	66	49	16	17,175	4,777
Earth + Environmental Sci (minor)	400601	3	1	1	1		
Earth + Environmental Sci - MS (GR SCH)	400601	59	20	28	9	2,292	928
Earth Science - MST	400601	28	9	7	2		
<b>Earth &amp; Environmental Sciences Dept. Total</b>		<b>396</b>	<b>132</b>	<b>95</b>	<b>31</b>	<b>19,467</b>	<b>5,705</b>

<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13- SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13- SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
<b>History, General (History)</b>							
History - Intent	540101	54	18				
History - Pre	540101	11	4				
History - BA (UG SCH)	540101	340	113	84	28	37,625	12,540
History (minor)	540101	57	19	15	5		
History - MA (GR SCH)	540101	89	30	54	18	2,316	897
Arch Admin + Rcrds Mgmt - Cert	540105	1	1	1	1		
Museum Studies - Cert	301401	3	1				
<b>History Dept. Total</b>		<b>555</b>	<b>186</b>	<b>154</b>	<b>52</b>	<b>39,941</b>	<b>13,437</b>
<b>Mathematics, General (Mathematics &amp; Statistics)</b>							
Mathematics - Intent	270101	67	22				
Mathematics - BA	270101	14	5	4	4		
Mathematics - BS (UG SCH)	270101	181	60	49	16	65,987	18,028
Mathematics (minor)	270101	78	26	28	9		
Mathematics - MS (GR SCH)	270101	30	10	10	3	1,873	621
Applied Math - MS	270301	23	8	6	3		
Applied Statistics - MS	270501	56	19	27	9		
Statistics - Intent	270501	8	3				
Statistics - BS (UG SCH)	270501	34	11	9	3	14,954	3,886
Statistics (minor)	270501	5	2	3	1		
Mathematics & Statistics-Cert (new)	270503	1	1				
Interdisc App Science+Math-PHD (new)-GR SCH	400101	8	3			21	7
<b>Mathematics &amp; Statistics Dept. Total</b>		<b>505</b>	<b>169</b>	<b>136</b>	<b>48</b>	<b>82,835</b>	<b>22,542</b>

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<b>Music Performance, General (School of Music)</b>							
Music: Performance - BM	500903	48	16	27	9		
Music Education - BM	131312	77	26	43	14		
Music - Intent	500901	29	10				
Music - Pre	500901	9	3				
Music No Audition - Pre	500901	15	5				
Music - BA (UG SCH)	500901	215	72	9	3	27,080	12,327
Music (minor)	500901	60	20	10	3		
Music - MM (GR SCH)	500901	49	16	24	8	1,121	525
Music History + Lit - BM	500902	3	1	1	1		
<b>School of Music Total</b>		<b>505</b>	<b>168</b>	<b>114</b>	<b>38</b>	<b>28,201</b>	<b>12,852</b>
<b>Political Science and Government, General (Political Science)</b>							
Political Science - Intent	451001	54	18				
Political Science - Pre	451001	11	4				
Political Science - BA (UG SCH)	451001	379	126	118	39	25,156	8,387
Political Science (minor)	451001	67	22	21	7		
Internatnl+Comparatve Polit-MA (GR SCH)	450999	107	36	24	8	1,319	504
<b>Political Science Dept. Total</b>		<b>618</b>	<b>206</b>	<b>163</b>	<b>54</b>	<b>26,475</b>	<b>8,891</b>
<b>Psychology, General (Psychology)</b>							
Psychology - BA Intent	420101	106	35				
Psychology - BS Intent	420101	489	163				
Psychology - BA	420101	609	203	331	110		
Psychology - BS (UG SCH)	420101	825	275	186	62	70,686	21,172
Psychology (minor)	420101	319	106	134	45		

Human Factors/Ind Psych - MS (GR SCH)	422804	54	18	18	6	3,458	807
Human Factors/Ind Psych - PHD	422804	79	26	20	7		
<b>Psychology Dept. Total</b>		<b>2,481</b>	<b>827</b>	<b>689</b>	<b>230</b>	<b>74,144</b>	<b>21,979</b>
		<u>Avg. # of Majors- Minors SU 13-SP 16</u>		<u># of Graduates SU13-SP 16</u>		<u>Avg. # of Graduates SU 13-SP 16</u>	
<u>Major</u>	<u>CIP Code</u>	<u># of Majors- Minors SU 13-SP 16</u>	<u>Avg. # of Majors- Minors SU 13-SP 16</u>	<u># of Graduates SU13-SP 16</u>	<u>Avg. # of Graduates SU 13-SP 16</u>	<u># of SCH SU 13-SP 16</u>	<u># of Students Taught SU 13-SP 16</u>
<b>Social Work (Social Work)</b>							
Social Work - Intent	440701	214	71				
Social Work - Pre	440701	353	118				
Social Work - BA (UG SCH)	440701	282	94	142	47	9,631	3,212
WSU-MU Social Work - MA (GR SCH)	440701	103	34	48	16	3,715	1,404
WSU-MU Social Work - ND	240102	74	25				
<b>Social Work Dept. Total</b>		<b>1,026</b>	<b>342</b>	<b>190</b>	<b>63</b>	<b>13,346</b>	<b>4,616</b>
<b>Sociology (Sociology &amp; Anthropology)</b>							
Sociology - Intent	451101	32	11				
Sociology - Pre	451101	4	1				
Sociology - BA (UG SCH)	451101	258	86	91	30	35,033	11,861
Sociology (minor)	451101	193	64	112	37		
Anthropology - Intent	450201	19	6				
Anthropology - Pre	450201	8	3				
Anthropology - BA (UG SCH)	450201	122	41	27	9	9,949	3,055
Anthropology (minor)	450201	15	5	2	1		
<b>Sociology &amp; Anthropology Dept. Total</b>		<b>651</b>	<b>217</b>	<b>232</b>	<b>77</b>	<b>44,982</b>	<b>14,916</b>

7-23-18

# Wright State University

The Wright State University (WSU) Faculty Senate adopted a Prior Learning Assessment (PLA) policy in August, 2015 - <https://policy.wright.edu/policy/3220-prior-learning-assessment-policy> that recognizes that students may acquire knowledge equivalent to that obtained through completion of courses through their professional experience or other methods of instruction.

Prior knowledge may be demonstrated in three ways. The first way is by nationally recognized external testing organizations. There are five external examinations honored by WSU: Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), DANTES Standardized Subject Test (DSST), and Excelsior College Credit by Exam (ECE). The WSU course equivalencies for each of these exams are posted at <https://wright.edu/transfer/academics/prior-learning-credit>. Each testing site has a fee for taking the test. The results of the test must be sent to the WSU Admissions Office.

The other two PLA options are examinations administered internally by Wright State faculty and portfolio assessment administered by Wright State faculty. There is a non-refundable fee of \$150 that must be submitted prior to taking the exam or submitting the portfolio. The PLA must be completed in the same semester in which the fee is paid and the PLA form is submitted. A copy of the PLA form can be found at <https://www.wright.edu/sites/www.wright.edu/files/page/attachments/Prior-Learning-Assessment-Form.pdf>. Students are able to submit PLA up to two times. There is a \$75, non-refundable fee for submitting the second PLA for the same course.

Below is the list of PLA options at WSU. The table is organized by WSU College. Students must demonstrate mastery of the learning outcomes for the WSU course listed by either exam or portfolio. The contact person, campus address, and campus telephone number are listed for each course.

The WSU PLA Coordinator is Dr. Carl Brun, Academic Affairs, 937-775-2155. The table below will be updated annually in July. Changes may occur during the academic year. Please contact Dr. Brun if there are changes to this table or if you have any questions about the WSU PLA policy.

## PRIOR LEARNING ASSESSMENT (PLA) BY COLLEGE

<b><u>COLLEGE OF EDUCATION AND HUMAN SERVICES (CEHS)</u></b>				
<b>WSU Course</b>	<b>Credit Hours</b>	<b>PLA Method</b>	<b>Minimum Score</b>	<b>Contact Person</b>
ASL 1010-2020 – American Sign Language	3-12	Exam	C	Barbara Dunaway 108T Allyn 937-775-4166
OL 2010 – Leading Self	3	Portfolio	C	Dr. Mindy McNutt 461 Allyn 937-775-2447
OL 4025 – Community Based Internship	3	Portfolio	C	Dr. Mindy McNutt 461 Allyn

				937-775-2447
KNH 2500 – Basic Anatomy and Physiology		Portfolio	C	Dr. Drew Pringle or Dr. Beth Hersman Nutter Center 316 775-3223
KNH 2600 – First Aid		Portfolio	C	Dr. Drew Pringle or Dr. Beth Hersman Nutter Center 316 775-3223
SAA 7650 – Internship in Student Affairs I	1-3	Portfolio	C	Dr. Mindy McNutt 461 Allyn Hall 937-775-2447
SAA 7670 – Internship in Student Affairs II	1-3	Portfolio	C	Dr. Mindy McNutt 461 Allyn Hall 937-775-2447

**COLLEGE OF ENGINEERING AND COMPUTER SCIENCE (CECS)**

<b>WSU Course</b>	<b>Credit Hours</b>	<b>PLA Method</b>	<b>Minimum Score</b>	<b>Contact Person</b>
CS 1150 – Intro to Computer Science	4	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CS 1160 – Intro to Computer Programming	4	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CS 1180 – Computer Science I	4	Exam	C	Dr. Michelle Cheatham 343 Russ Engineering 937-775-3723
CS 1181 – Computer Science II	4	Exam	C	Dr. Michelle Cheatham 343 Russ Engineering 937-775-3723
CS 2160 – Visual Basic Programming	3	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CS 2200 – Discrete Structures and their Algorithms	4	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CS 2800 – Web Development I	3	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CS 3100 – Data Structures & Algorithms	3	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CS 3700 – Intro to Oracle/SQL Databases	3	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104

CEG 2170 – Intro to Computer Programming for Scientists and Engineers	4	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CEG 2350 – Operating System Concepts and Usage	4	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CEG 2400 – Intro to PC Networking	3	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
CEG 3310 – Computer Organization	4	Exam	C	Karen Meyer 344 Russ Engineering 937-775-5104
EGR 1010 – Intro Mathematics for Engineering Apps.	4	Exam	C	Angela Griffith 405J Russ Engineering 937-775-5003
ENG 2140 – Research, Technical Writing, and Presentation for Scientists and Engineers	3	Portfolio	C	Brandy Foster 405 Russ Engineering 937-775-5246
EGR 3350 – Technical Communications for Engineers and Scientists	3	Portfolio	C	Brandy Foster 405 Russ Engineering 937-775-5246
EE 2000/L – Digital Design with HDL	4	Exam	C	Nickey Brown 311 Russ Engineering 937-775-5037
EE 2010/L – Circuit Analysis I	4	Exam	C	Nikki Brown 311 Russ Engineering 937-775-5037
EE 3210/L – Linear Systems I	4	Exam	C	Nikki Brown 311 Russ Engineering 937-775-5037
ISE 2211 – Statistics for Engineers	3	Exam	C	Angela Griffith 405J Russ Engineering 937-775-5003
ME 1020 – Engineering Programming with Matlab	3	Exam	C	Dr. Joseph Slater 209 Russ Engineering 937-775-5040
ME 1040 – Engineering Design and Solid Modeling	4	Exam	C	Dr. Joseph Slater 209 Russ Engineering 937-775-5040
<b><u>COLLEGE OF LIBERAL ARTS (COLA)</u></b>				



<b>WSU Course</b>	<b>Credit Hours</b>	<b>PLA Method</b>	<b>Minimum Score</b>	<b>Contact Person</b>
ENG 1100 – Academic Writing and Reading	3	Portfolio	C	Becca Webb 470 Millett 937-775-2279
ENG 2100 – Research Writing and Argumentation	3	Portfolio	C	Becca Webb 470 Millett 937-775-2279
ENG 3000 – Business Writing	3	Portfolio	C	Becca Webb 470 Millett 937-775-2279
ENG 3610 – Technical Writing	3	Portfolio	C	Becca Webb 470 Millett 937-775-2279
Languages				
ARA 1010-2020 – Arabic	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
CHI 1010-2020 – Chinese	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
FR 1010-2020 – French	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
GER 1010-2020 – German	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
GR 1010-2020-Greek	3-12	Exam	C	Rebecca Edwards or Dr. Ava Chamberlain 370 Millett 937-775-2274
ITA 1010-2020 – Italian	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
JPN 1010-2020 – Japanese	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
LAT 1010-2020-Latin	3-12	Exam	C	Rebecca Edwards or Dr. Ava Chamberlain 370 Millett 937-775-2274
PHL 3000 – Critical Thinking	3	Exam	C	Siobhan Semmett or Dr. Ava Chamberlain 370 Millett 937-775-2274
RUS 1010-2020 – Russian	3-12	Exam	C	Lauren Wolfe 225 Millett 937-775-2641
SP 1010-2020 – Spanish	3-12	Exam	C	Lauren Wolfe

				225 Millett 937-775-2641
<b><u>COLLEGE OF NURSING AND HEALTH</u></b>				
<b>WSU Course</b>	<b>Credit Hours</b>	<b>PLA Method</b>	<b>Minimum Score</b>	<b>Contact Person</b>
HLT 3400 – Concepts of Pharmacology	3	NLN Exam proctored at WSU	75%	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 4810 – Nursing Care in Genomics Era	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 4830 – Wholistic Nursing Practices Using Complementary and Alternative Therapies	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 4850 – Collaborating for Improving Patient Health Outcomes	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 4860 – Policy and Politics: Leading and Managing Health Care	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 4870: Advancing Communities Towards Healthy Outcomes	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 7002 – Information Technology in Health Care	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
NUR 7005 – Nursing Research and Evidence for Practice	3	Portfolio	C	Theresa Hagnazarian 174 University Hall 937-775-2592
<b><u>COLLEGE OF SCIENCE AND MATH (COSM)</u></b>				
<b>WSU Course</b>	<b>Credit Hours</b>	<b>PLA Method</b>	<b>Minimum Score</b>	<b>Contact Person</b>
ANT 2100/L – Human Anatomy and Physiology I	4	Exam	C	Ms. Bridgett Severt, x2126 Dr. Nick Ritucci, x4238 105 White Hall
ANT 2120/L – Human Anatomy and Physiology II	4	Exam	C	Ms. Bridgett Severt, x2126 Dr. Nick Ritucci, x4238 105 White Hall
ANT 3100/L – Human Structure and Function I	4	Exam	C	Ms. Bridgett Severt, x2126 Dr. Nick Ritucci, x4238

				105 White Hall
ANT 3120/L – Human Structure and Function II	4	Exam	C	Ms. Bridgett Severt, x2126 Dr. Nick Ritucci, x4238 105 White Hall
MTH 2240 – Applied Calculus	4	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2280 – Business Calculus	4	Exam	C	Abby Sharp Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2300 – Calculus I	4	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2310 – Calculus II	4	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2320 – Calculus III	4	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2330 – Differential Equations	3	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2350 – Differential Equations with Matrix Algebra	4	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2530 – Elementary Linear Algebra	3	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 2570 – Discrete Mathematics	3	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 3320 – Complex Variables	3	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building 775-2785
MTH 3330 – Partial Differential Equations	3	Exam	C	Abby Sharp 120 Mathematical and Microbiological Sciences Building

				775-2785
<b><u>RAJ SOIN COLLEGE OF BUSINESS (RSCOB)</u></b>				
<b>WSU Course</b>	<b>Credit Hours</b>	<b>PLA Method</b>	<b>Minimum Score</b>	<b>Contact Person</b>
MGT 3210 – Human Resources Management	3	Portfolio	Proof of Passing the HR Professional Certification	Dr. David Bright, Chair, Management 250 Rike 775-2291
MGT 3210 – Human Resources Management	3	Exam	Pass internal placement exam	Dr. David Bright, Chair, Management 250 Rike 775-2291