WRIGHT STATE
UNIVERSITY

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November 9, 2020

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

RE: Wright State University FY2020 Affordability and Efficiency Report

Dear Chancellor Gardner:

Please accept the enclosed FY2020 Wright State University Affordability and Efficiency Report as required by House Bill 63 (Section 369.560).

The Wright State University Board of Trustees will vote on a Resolution adopting the report at their next Public Session scheduled for December 11, 2020.

Sincerely,

Douglas W. Leaman, Ph.D.
Interim Executive Vice President and Provost

FY20 Efficiency Reporting Template

Introduction:

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

Prior Efficiency Reports have been heavily influenced by the Ohio Task Force on Affordability and Efficiency's October 2015 report "Action Steps to Reduce College Costs" (Task Force). That report provided many good recommendations that set a course for increasing efficiency throughout public higher education in Ohio. However, in light of the impacts of COVID-19, this year's template will take a different focus and give IHE's the opportunity to highlight what they have done to adjust to the pandemic and its impact on their institutions, including the expansion of online delivery models.

This means that much of the report will be more focused on the current year than prior years. Nonetheless, the FY20 reporting template does require Ohio's IHEs to conduct an annual study to determine the cost of textbooks for students enrolled in the institution pursuant to Ohio Revised Code section 3333.951(C);as well as information on efficiencies gained as a result of the "regional compacts" as outlined in ORC section 3345.59. The reporting template also requests information regarding college debt and debt collection practices.

Your Efficiency Report Contact: Jennifer Carson, Senior Director, Audit & Compliance, 614-752-7538, jcarson@highered.ohio.gov
Please provide your institution's efficiency report by **Friday, October 30, 2020** via email to OdheFiscalReports@highered.ohio.gov

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

- **Section I: Operational Response –** This section captures information on the impacts of COVID-19 on each institution, the planning process used to address the impact and the eventual actions taken in response to the pandemic.

- **Section II: Academic Practices –** This section covers areas more directly related to instruction, including the actions taken to adjust to remote learning in spring term of 2020 and the impacts on the institution and students. It also seeks updates regarding the cost of textbooks and flexible delivery methods

- **Section III: Policy Reforms/Continued Progress** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. In recent years, a number of stakeholder perspectives have been shared with institutions. Our hope is that institutions will respond to this stakeholder feedback regarding items such as, textbooks and student debt.

- **Section IV: Student Benefit –**This section asks institutions to provide cost savings and/or resource generation in actual dollars for any major initiatives within the past fiscal year. Emphasis should be placed on highlighting major initiatives that may be considered best practices, rather than responding to specific recommendations from the Ohio Task Force on Affordability and Efficiency in Higher Education October 2015 report. To facilitate understanding, IHE's should advise if savings have been redeployed to students to reduce costs, or if they have been reinvested in some other manner for the benefit of students.

- **Section V: Future goals –** This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, the DeWine-Husted administration would like to know more about possible roles the state could play in supporting your institutional goals; your input is requested in this section.

For purposes of this report, efficiency is defined as quality versus cost as a means to measure value:

- Direct cost savings to students (reducing costs)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)

- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- Industry-recognized credentials (improving quality)
- Experiential learning (improving quality)

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

Wright State University

Section I: Operational Response

The onslaught of the COVID-19 pandemic has had a major impact on all higher education institutions forcing them to quickly adjust to remote learning. Beyond this immediate impact there is significant uncertainty about the duration of the pandemic, how it will impact student behavior and the resulting economic challenges faced by institutions and the State of Ohio.

Please describe the major fiscal impacts of COVID-19 on your institution in FY 20.

Please quantify the revenue and cost impacts.

Major Revenue Impacts	Net Fiscal Impact	Description
Tuition & Fees	($75,978)	Spring B term refunds processed between March 9 (online transition announcement) and March 20 (extended refund period deadline), Grad application fees and continuing registration losses
Auxiliary Fees, including refunds	($1,832,207)	Housing, dining, and parking refunds
State Support	($3,302,054)	State Share of Instruction reduction
Investment Income, Unrealized Losses	($236,600)	Investment income and bank credit losses
Other	($1,142,507)	Lost revenue from event/sales/service cancellations
External Assistance (HEERF, CRF, etc.)*	$5,070,423 $5,070,423 $3,000	CARES Act, HEERF Student Allocation CARES Act, HEERF Institutional Allocation CARES Act, State Library of Ohio

* CARES Act, CRF in the amount of $5,437,011 was awarded and received in FY21

Major Net Increased Expenses	Net Fiscal Impact
Transition to Online Delivery	($46,670)
Changing Support for Students	($15,898)
Shutdown of Campus	($29,575)
Cleaning/Preparing Campus for Return of Students (Testing, PPE, etc.)	($69,599)
Other	($28,960) – non-refundable fees associated with canceled events

CARES Act and other Federal Support impact
What process did your institution use to distribute one-half of Higher Education Emergency Relief Funds to students?

Wright State University automatically awarded students who met eligibility requirements and had a certain Expected Family Contribution (EFC) for the 2019-2020 year. The EFC is calculated from the student's Free Application for Federal Student Aid (FAFSA). The university used a tiered approach:

- Students with an EFC of 0–5,576 received $1,000 if enrolled full time. The award amount was prorated if the student was registered less than full time ($750/$500/$250).
- Students with an EFC of 5,577–20,000 received $500 if enrolled full time. The award amount was prorated if the student was registered less than full time ($375/$250/$125).

Each student who received funding was sent an email explaining the details of the funding.

How has the institutional share of HEERF been utilized at your institution?

The HEERF institutional share was used to address several current and future cost drivers associated with COVID-19. Refunds given by the institution for housing, dining, and parking were reimbursed. Costs associated with the transition to a remote infrastructure were reimbursed, such as technology equipment for remote work and course delivery. This also included classroom technology that would allow for flexible delivery upon campus reopening. The funds were also used to prepare campus to accommodate public health and safety compliance measures upon the return of students and employees.

What other external sources have been made available to the institution to address the impacts of COVID-19?

None aside from the CARES Act funding referenced above.

What planning assumptions were used related to the fiscal impact of COVID-19 in developing the institution's FY 21 budget?

Major Assumptions	Description	Projected Fiscal Impact	Actual Fiscal Impact – as of fall 20
Fall Enrollment/ Fee Revenue Relative to Fall 19	Projected decrease of 22%	$24M	$16M
Auxiliary Services	Reduced expected auxiliary revenue	$7M	$12 M
State Support	Advised to budget 20% decrease	$17M	$4M (actual decrease 4.5%)
Unique Cost Drivers – in response to COVID-19	Remote work – staff and faculty Remote learning Safety compliance (reduced capacities for classrooms/spaces)	$5M in additional operating expenses	
Other			

Please describe the major initiatives the institution is implementing in response to COVID-19 and the anticipated impact on the institution.

The Wright State University Foundation created the Wright State Student Emergency Relief Campaign to raise funds for students impacted by the COVID-19 pandemic. The majority of the donors contributed to the Katie Deedrick Student Support Fund. These contributions will be used to assist students with food, toiletries, medications, and other supplies and with travel expenses for students returning to their homes outside of the area.

All Wright State classrooms were outfitted with technology to allow for flexible delivery. The flexible delivery courses provide in-person delivery with a remote option. With this new delivery mode available across campus, Wright State can provide seamless instruction to students who don't feel comfortable attending face-to-face or who need to learn remotely due to illness or proactive quarantining. This also facilitates quick adjustment of class sizes to allow for social distancing and scheduling hybrid attendance models.

Wright State converted all multiple occupancy campus housing units to single occupancy for health and safety precautions. While this greatly reduces available beds and impacts Wright State's housing revenue, it allows students most in need of on-campus housing to continue residing safely on campus.

The university has also partnered with community organizations to provide support to local families impacted by COVID-19. Wright State Nutter Center hosted the Dayton Foodbank to hold three mass food distribution events and Green County to offer free walk-up COVID-19 testing. Wright State also partnered with the Air Force Research Laboratory to conduct a sampling study aimed at validating industry COVID-19 testing kits.

Regional Compacts

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

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

Category	Description	Monetary Impact
Reducing duplication of academic programming	Wright State has submitted the state required 22 Ohio Guaranteed Transfer Pathways which guarantees students completion of specified, 120 hour transfer programs from a community college. Wright State has worked with all three local community colleges to implement a 2 + 2 transfer pathway in Elementary Education.	Reducing duplication of course work already completed at transfer institutions.
Implementing strategies to address workforce education needs of the region	Wright State is working with Clark State to develop a substance abuse pathway. The suggested pathway is an AAS in Social Services with a substance abuse concentration that is a pathway towards a B.S. in Rehabilitation or B.A. in Social Work with substance abuse electives. This pathway could also lead to a M.A. in Counseling or Social Work, with a specialization in substance abuse counseling.	Each degree completion along the pathway provides students with licensure as Social Work Assistants, Licensed Social Workers, or Licensed Professional Counselors, incrementally increasing employment and earning potential.
Sharing resources to align educational pathways and to increase access within the region	Resources were combined to create a crosswalk between the five schools for students seeking a degree in Business within 120 hours. Crosswalks for other majors will be developed.	Reducing duplication of course work already completed at transfer institutions.
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	Wright State has a partnership agreement with Sinclair, Edison, and Clark State whereby students receive joint advising and have the opportunity to live in WSU housing and participate in WSU student activities, such as joining student organizations.	Students are able to attend a community college at a lower cost while getting introduced to resources at Wright State. (Participation: Sinclair 704, Clark State 175, Edison 16)
Enhancing career counseling and experiential learning opportunities for students	Transfer students are involved in the production of the two information videos being produced as resources for transfer students. Several of the Guaranteed Pathways have required service learning, such as Education, Social Work, Rehabilitation, and Nursing.	Students are more prepared to pass state licensure in Nursing, Education, and Social Work.

Category	Description	Monetary Impact
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	Wright State collaborates with local Career Technical Centers to accept Career Transfer Assurance Guide (CTAG) courses geared towards adults and also high school students.	Reduces costs for students by not making them repeat CTAG courses.
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	Wright State will develop ways to assess the impact of transfer resources, such as TAGs, CTAGs, MTAGs, and Guaranteed Transfer Pathways.	Reduces duplication of course work while still attaining degree completion.
Identifying and implementing the best use of university regional campuses	Wright State's Lake campus provides AA/AS degrees that are direct pathways to BA/BS degrees offered at the Dayton campus. Lake campus also offers ATS and BTAS technical degrees that are not offered at the Dayton campus.	Students are able to complete 2 + 2 programs from Lake to Dayton campuses.

Section II: Academic Practices

Textbook Affordability

Textbook Cost Study

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

Category	Amount
Average cost for textbooks that are new	$149.70
Average cost for textbooks that are used	$70.74
Average cost for rental textbooks	$46.98
Average cost for eBook	$58.92
Average cost for Inclusive Access	$45.82

Reducing Textbook Costs for Students

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

1. Does your institution offer inclusive access purchasing of college textbooks? If yes, what percentage of courses participate?

    Yes, Wright State University offers a robust inclusive access program. The program started in Spring 2018 and to date, the student savings is over $2.7 million dollars.

Semester	% Courses Using IA
Fall 2019	6.8%
Spring 2020	12.5%

2. What use did the institution make of OER materials in the past academic year?
    *   How many and which courses used the materials?

    Both Dayton and Lake Campuses use OpenStax materials for Biology, Chemistry, Math, and Physics courses.

Department	Course(s)
Biology	2200,1110
Chemistry	1010,1210,1220
Math	2300,2310,2320
Physics	2400,2410

3. How did the institution discover and access OER materials?

   Wright State University is a part of OhioLink, the Ohio Library and Information Network. OhioLink offers many affordable learning initiatives and resources through their website. These resources include an Open Course Content Library, Inclusive Access Initiatives with Publishers, and an A-Z Affordable Learning Campus Initiatives Guide.

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

4. What other practices does your institution utilize to improve college textbook affordability?

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Inclusive Access	Students are provided with course materials on the first day of class through the learning management system (D2L). Price is below market value and students have the option to Opt-Out during the add/drop period. To date the Opt-Out rate is less than 1%.	This academic year: $1,069,253 Total student savings Fall 2013 - Summer 2019 $2,261,499
OER Adoption	Provide education and resources to encourage faculty to adopt open educational resources.	Approximately $190,000
Auto-Adopt Policy	For courses where the instructor has taught the same course within the past two academic years and has not selected course materials by the federally mandated deadline, BNED can adopt the same textbook most recently used for the course. This policy provides more opportunity for BNED to procure lower cost used and rental textbooks.	Total student savings as a result of used and rental availability due to timely adoptions Fall 2019 and Spring 2020 $923,265

Alternative Delivery Methods

Online and competency-based education are both growing dramatically as delivery platforms for higher education across the United States. Flexible delivery methods, such as distance learning, provide an opportunity to improve access by providing students with additional opportunities to complete their education. Obviously, events of this past spring forced a transition to remote learning beyond that which many institutions had already offered.

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

Percent of Courses offered online prior to March 2020				Percent of students enrolled in online courses prior to March 2020			
Academic Period	Delivery Method	Count of Courses	Percentage (%)	Academic Period	Delivery Method	Head Count	Percentage (%)
Summer 2019	Fully Online	282	24.46	Summer 2019	All Online	1522	31.22
Summer 2019	Hybrid	41	3.56	Summer 2019	At Least One Online	1261	25.87
Summer 2019	Neither	830	71.99	Summer 2019	None	2092	42.91
Fall 2019	Fully Online	406	11.52	Fall 2019	All Online	1107	8.38
Fall 2019	Hybrid	96	2.72	Fall 2019	At Least One Online	5311	40.22
Fall 2019	Neither	3023	85.76	Fall 2019	None	6786	51.39
Spring 2020	Fully Online	420	12.68	Spring 2020	All Online	1060	8.66
Spring 2020	Hybrid	110	3.32	Spring 2020	At Least One Online	5297	43.26
Spring 2020	Neither	2782	84	Spring 2020	None	5887	48.08

Percent of Courses offered online fall term 2020					**Percent of students enrolled in online courses fall term 2020**		
Academic Period	**Delivery Method**	**Count of Courses**	**Percentage (%)**		**Academic Period**	**Delivery Method**	**Head Count**	**Percentage (%)**
Fall 2020	Fully Online	1873	62		Fall 2020	All Online	6365	54.26
Fall 2020	Hybrid	14	0.46		Fall 2020	At Least One Online	4707	40.12
Fall 2020	Neither	1134	37.54		Fall 2020	None	659	5.62

Note: Enrollments include Independent Study courses which are not assigned a delivery method. Requirements for frequency and mode of contact with faculty vary. These course types have been included in the "Neither" and "None" counts.

What steps has the institution taken to transition courses to online in response to the coronavirus pandemic?

1. Did the institution provide centralized support to the faculty?

   Yes. The primary unit involved in helping faculty transition to remote instruction was our Center for Teaching and Learning (CTL). To prepare them for the task, CTL hired a temporary Learning Management System (LMS) technologist to allow more time for instructional designers to move from fundamental tasks to more pedagogical faculty support to further ensure quality WSU course offerings. They also filled temporary and full-time instructional designer positions currently in hiring process to allow expansion of programs

   In addition, CTL hosted a large number of Remote Teaching Programs over the summer. Some examples are included below:
   - Online Teaching and Learning 7-Week Program, **35** participants
   - Remote Teaching Plus, 1:1 coaching initiative, **65** participants
   - Two Full-Day Remote Teaching Summit- tremendous success with **334** participants
   - Remote Teaching Tips/Sips faculty discussion group **149** participants
   - Additional 13 remote teaching workshops – **145** participants

   The university also upgraded classroom technology for those who wished to record their lectures in a classroom setting, and also allowed checkout of technology for faculty working with an instructional designer, including microphones, document cameras, iPads, tablets, software licenses, etc.

   Finally, CTL also provided Quality Matters training opportunities for faculty to learn best online teaching standard practices.

2. How has the institution assured student access to remote learning?

Starting last spring we began loaning students laptops if needed, since many students would otherwise have difficulty doing all of their online work using a cellphone. Since then, $300,000 has been spent to purchase 271 Dell laptops to loan to students. These new laptops not only join the existing set of loaner laptops taken from the Student Success Center in the Spring, but may also be used to replace those laptops as they are nearing end-of-life
   • Current checkouts:
     – 236 laptops to students
     – 59 laptops to faculty/staff
     – 50 webcams
     – 31 microphones
     – 20 headsets
In addition to the laptops, mobile hotspots are available to students if internet connectivity is a barrier to learning and upon request from Student Retention. To date, students have checked out 32 hotspots.

3. Has the increase in remote learning required investments in the institution's Learning Management System?

The short answer is no, our LMS was able to handle the increased load. As a minor side note, Respondus Monitor is the system that handles the online 'proctoring' through recorded video within the LMS testing process. We pay for a limited license for Respondus and because of the influx of usage we were getting dangerously close to our limit. So we may have to increase our spending on Respondus seats, but to date our LMS has been robust.

   a. What LMS is currently utilized?

      We use D2L Brightspace, which we call Pilot, as our LMS product.

Course and Program Evaluation

Recommendation 8 of the Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per ORC Section 3345.35, the colleges and universities need to address this recommendation every five years. The next applicable date is FY22.

Co-located Campuses

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

Co-located campus: NOT APPLICABLE

Section III: Policy Reforms

Financial Advising

Recommendation 10A of the Task Force was for institutions to provide financial literacy as a standard part of students' education.   In addition, the Ohio Attorney General's Student Loan Debt Advisory Group report of June 2017 made a similar recommendation as well as other proposals on how to improve processing of student accounts and debts. The report can be found at: www.ohioattorneygeneral.gov/Files/Publications-Files/Publications-for-Schools/Ohio-Attorney-General-s-Student-Loan-Debt-Collecti.aspx

1. Has your institution considered the Ohio Attorney General's Student Loan Debt Advisory Group Report Recommendation 4 regarding best practices (Appendix C) for financial literacy? If so, please describe your institution's implementation and whether it is specific to the (Appendix C) advisory sheet or the institution's own practices.

Section 1- Financial Aid Information Nights

During Academic Year 2019-2020, Wright State University provided 219 financial aid information sessions to both current and prospective students. These presentations included
- 163 presentations at 89 high schools in 11 counties.
- 32 presentations for new and transfer students via web conference, recruitment events, and during New Student Orientation.
- 24 presentations for current students, 22 of which were co-sponsored with other campus organization.

In addition, we assisted with more than 125 FAFSA completions by appointment both in persona and via video conference following the COVID-19 campus closure. This data shows a 23% increase in Financial Aid Information programming over academic year 2018-2019.

Section 2- Financial Aid Shopping Sheet

Wright State University provides many resources and touch points to help ensure students understand the cost of attendance and their net price to attend. Below are three tools that we currently use to provide this material.

- The <u>College Financing Plan</u> (formerly known as the Federal Shopping Sheet) is available on our student service portal.
- The <u>online cost estimator</u> provides families the ability to create their own estimated net price to attend. This provides the family with fixed costs as well as the flexibility for families to toggle between different dorm costs.
- Paper offer letters are sent to families in the mail. The letter provides a breakdown of costs minus gift and self-help aid.

Section 3- Peer-to-Peer Student Loan and Financial Counseling

During Academic Year 2019-2020, Wright State University negotiated a new agreement with Wright Patt Credit Union that will provide increased support for financial literacy initiatives. In addition, a committee will be formed this year to explore reinstituting our student Peer-to-Peer Financial Counseling Center, previously known as "Wright Financial Path." This peer-to-peer financial counseling service, if reinstituted, will be coordinated between our Raj Soin College of Business (RSCOB) Finance Department and Wright Patt Credit Union. Senior level finance and accounting majors will undergo training which will be overseen by RSCOB faculty and Wright Patt Credit Union employees accredited in financial planning and counseling. Among the tasks that will need to be accomplished is identifying permanent space, ideally within the Student Union near our one-stop student services center, where students can meet to obtain assistance with budgeting, debt management and other key financial wellness initiatives. Through contract negotiations, funding of the peer-to-peer financial counseling center has now been identified to help support the operation of this service. The goal is to deliver state-of-the-art financial literacy services for Wright State University students.

Section 4- End of Semester Loan Reminder

A student's current federal loan debt is available to view on their student service portal. This information is displayed on their online offer, so that they can view their current loan debt when accepting loans and/or viewing their offer notice. The intent is to help educate borrowers prior to accepting loans and making their current federal student loan debt more prominent.

Section 5- Financial Aid Education
a. Graduating Seniors

Approximately three weeks before the end of each term, The Student Loan Collection office (SLC) identifies those students who are graduating and also have campus-based loans. A requirement to complete exit loan counseling is applied to their "to-do" list. SLC sends this list of students on to our loan servicing company (ECSI), who enters a separation date on the loan and enters the student into their exit process. Here is ECSI's official exit interview response:

- First, by comparing your school's registration (or National Student Clearinghouse) and graduation files to our SAL System, ECSI can easily identify and exit all borrowers who have dropped below half-time or separated from school and need to complete an exit interview.
- Next, each of your borrowers will receive a letter or e-mail notification, which provides all of the necessary information needed to begin the on-line exit interview process.
- After successfully logging into our secure website (www.heartlandecsi.com), your borrowers will be presented with a fully customized, online exit interview to provide important borrower specific information, such as: Promissory Note Parameters, Entitlement Provision Information, Outstanding Loan Balances, Rights & Responsibilities, Loan Amortization Schedules, etc. Additionally, we collect and store reference information.
- And finally, in an effort to ensure that the information is thoroughly understood, each borrower must successfully complete a 10-question multiple-choice quiz prior to electronically signing their exit interview.

Note: Our Online Exit Interview Solution was enhanced to allow paper exit materials to be automatically mailed to the borrower if they do not complete their exit via the web within 30 days to adhere to federal regulations.

As you can see this also covers students who have withdrawn or dropped out prior to graduation. The SLC office also adds "holds" to student accounts that do not complete their exit interview, therefore preventing them from registering or obtaining transcripts until this is completed.

2. The Ohio Attorney General's report also suggested (Recommendation 5) institutions seek student consent to contact them by email and/or mobile phone. Does your institution make an effort to collect this form of contact information? Do you include consent to be contacted as part of this effort? Please describe.

Method of Communication/Billing: I understand and agree that Wright State University uses e-mail as an official method of communication with me, and that therefore I am responsible for reading the e-mails I receive from Wright State University on a timely basis including email notifications alerting me to electronic billing statements.

Contact: I authorize Wright State University and its agents and contractors to contact me at my current active and future phone number(s), email addresses, and physical addresses I have on file with the university regarding my delinquent student

account(s)/loan(s), any other debt I owe to Wright State University, or to receive general information from Wright State University. I authorize Wright State University and its agents and contractors to use automated telephone dialing equipment, artificial or pre-recorded messages, and personal calls and emails, in their efforts to contact me.

Updating Contact Information: I understand and agree that I am responsible for keeping Wright State University records up to date with my current physical addresses, email addresses, and phone numbers through the WINGS Express self-service portal. Upon leaving Wright State University for any reason, it is my responsibility to provide Wright State University with updated contact information for purposes of continued communication regarding any amounts that remain due and owing to Wright State University.

This document is e-signed and the acknowledgement is stored along with the student's name, date, and IP address of the computer they used.

Certification Practices

ORC 131.02 requires state IHE's to certify their outstanding debt to the Ohio Attorney General's office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio's institutions certify their outstanding debt pursuant to varying policies and practices. To ensure that all Ohio students are treated fairly and uniformly, Recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

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

1. Please provide a chronological summary of notification practices your institution uses to notify students of debts owed? For example, does your institution email students to notify them of debt owed? Do you send repeated emails using a schedule? Do you only use a hardcopy letter? Does your institution require confirmation of receipt before certifying the debt to the AG? Do you task a human being with making phone calls to students before certifying debt? Please be specific about standards, timelines, and specific methods of communication.

    A student that is past due on their bill can expect to receive email billings at the first of each month. After the last due date of the current term, they would be sent a past due letter by the Bursar. Additionally, a Bursar hold is placed on the account when it becomes past due. This stops registration and transcripts from being accessed.

    At the beginning of the following term, accounts come to the collection department. We have a specific process that we run toward the end of each month. The process "ages" the account by assigning a delinquency code, and then processes take place depending on that code.

The account has an "01" code initially which generates a "Credit Bureau" letter that is mailed to the debtor. This letter asks the debtor to contact us with payment arrangements, and if not, the account will be reported to the Credit Bureau. A Collection Hold is placed on the account which halts registration and transcript delivery.

Approximately 30 days later the account is changed to an "02" code which generates a "Final Notice" letter and lists the account on a report sent to the Credit Bureau. The letter again asks for contact and explains the steps the Attorney General will take to collect the debt.

Approximately 30 days later the account is changed to an "03" code and is listed on a file that is sent to the Attorney General for assignment. The hold is changed to an AG hold which requires an override to access the account. This is necessary so that these accounts are referred to Student Loan Collections and the correct, AGO balance is quoted to the debtor.

During the time the account is in collections, we attempt contact via phone, email, and U.S. mail. We have other codes that we can exclude debtors from the process if payment arrangements have been made, bankruptcies filed, and other miscellaneous cases including appeals.

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

We require all students to acknowledge a Student Financial Responsibility Statement every time they initially register for classes for the upcoming semester. Our statement compares very favorably to the statement outlined by NACUBO.

Our Collection Manager participated on the 2018 IUC Advisory Group that produced a document in August, 2018, which addressed Uniform Standards for State Universities. That document was sent to all General Counsel offices, but never heard if it was officially adopted. Wright State adheres closely to the items that were addressed in that document. Some exceptions have bene made during Covid-19, including not dropping for non-payment, and waiving late fees. We also delayed accounts coming to collections for a few months at the onset of the Covid-19 restrictions.

Section IV: Students Benefit

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

For fiscal year 2020 only, please explain what, if anything, your institution is doing that is a new benefit for your students that is not already addressed above. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

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

Category	Initiative	FY20 (*Actual*)
Cost savings/avoidance to the institution in FY20 ONLY	Collaborative Contracts	$7,821,421
	Campus Contracts	$95,648
	Operations Review	$347,700
New resource generation for the institution in FY20 ONLY	Affinity Partnerships	$4,103,252
Cost savings/avoidance to students in FY20 ONLY	Negotiate Textbook Costs	$1,069,253
	Digital Capabilities	$190,000
	Reducing Textbook Costs	$923,265

Additional Practices

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

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

Section V: Future Goals

This year's template does not require updates on every recommendation of the Task Force. Nonetheless, it is important that each institution continue to track its progress on achieving its Five-year goals that have been identified in prior years' submissions. 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.

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

1. Please provide your thoughts and suggestions regarding ways that the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.
2. What legislative obstacles or policy roadblocks, if any, inhibit efficiencies and affordability practices at the IHE's?

Thank you for completing the FY20 Efficiency Reporting Template. We appreciate the important role Ohio's colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.

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

Category	Recommendation	Component	Description	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Estimate	FY 2020 Actual	FY 2021 Estimate	Subtotal	Budget Narrative/Explanation of Efficiency Savings $$ (attach additional sheets if necessary)
Efficiency Savings	3A	Campus Coontracts	Require employees to use existing contracts for purchasing goods and services	$ 338,967	$ 83,950	$ 183,748	$ 85,000	$ 95,648	$ 85,000	$ 787,313	Due to COVID, fewer bids were completed. Also, spending has been reduced campuswide due to budget restrictions.
	3B	Collaborative Contracts	Pursue new and/or strengthened joint purchasing agreements	$ 8,557,750	$ 6,233,313	$ 8,896,118	$ 6,200,000	$ 7,821,421	$ 6,200,000	$ 37,708,602	WSU continues to direct more spend towards joint purchasing agreement, however due to COVID savings are likely below where they may have been had the year finished normally.
	4B	Operations Review	Budgetary realignment and controls				$ 20,813,427	$ -		$ 20,813,427	
		Operations Review	Healthcare benefits					$ 347,700	$ -	$ 347,700	Healthcare plan changes, eliminating some benefits. Expect and additional $392,000 in savings from preventative care initiatives.
			Subtotal Efficiency Savings	$ 6,317,263	$ 29,893,293	$ 6,285,000	$ 8,264,769	$ 6,285,000		$ 59,657,042	

Category	Recommendation	Component	Description	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Estimate	FY 2020 Actual	FY 2021 Estimate	Subtotal	Budget Narrative/Explanation of New Resource Generation $$ (attach additional sheets if necessary)
New Resource Generation	4A	Asset Review	Real estate leasing	$ -	$ 300,000	$ 50,000	$ 50,000	$ -	$ -	$ 350,000	No real estate leasing income in FY20 and none expected in FY21
			Arena/event parking	$ -	$ -	$ 19,045	$ 20,000	$ 17,076	$ 5,000	$ 41,121	Decreased revenue due to COVID-19 restrictions on events
	4B	Operations Review	Childcare development center	$ -	$ -	$ 8,400	$ 8,400	$ 8,400	$ 8,400	$ 25,200	
	4C	Affinity Partnerships/Sp	Barnes & Noble	$ 504,656	$ 477,154	$ 411,319	$ 410,000	$ 314,000	$ 200,000	$ 1,907,129	Decrease in enrollment and bookstore sales due to COVID-19
			Pepsi	$ 373,000	$ 373,000	$ 373,000	$ 373,000	$ 373,000	$ 373,000	$ 1,865,000	
			Chartwells - dining services contractor	$ 1,810,000	$ 1,907,050	$ 1,689,055	$ 400,000	$ 402,000	$ 300,000	$ 6,108,105	University moved to cost plus plan
			JP Morgan Chase/Bank of America - procurement card rebates	$ 375,087	$ 259,576	$ 236,284	$ 225,000	$ 186,666	$ 150,000	$ 1,207,613	Number of activated procurement cards were significantly decreased in FY20 to control and reduce expenditures. Travel restrictions were also tightened in FY20 reducing procurement card spending. FY21 estimates were reduced to reflect the continuation of expense reduction measures.
			Subtotal New Resource Generation	$ 300,000	$ 2,787,103	$ 70,000	$ 1,301,142	$ 5,000		$ 391,121	

| | | | **TOTAL OF COMBINED INSTITUTIONAL OPPORTUNITIES FOR ENHANCED STUDENT AFFORDABILITY** | $ 6,617,263 | $ 32,680,396 | $ 6,355,000 | $ 9,565,911 | $ 6,290,000 | | $ 60,048,163 | |

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

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

SIGNIFICANT CHANGE(S) IN 5-YEAR GOALS FROM FY16 SUBMISSION TO FY17 SUBMISSION: Please use the area below to describe, in detail, significant deviation in your institution's 5-year goals from earlier submissions, if applicable.

COVID-19 impacts reduced sales and service income for the latter part of FY20 and are expected to significantly impact FY21.

AVERAGE PRICE OF TEXTBOOK BY DEGREE PROGRAM

	NEW	USED	RENTAL	EBOOK	IA	LOWEST
ACCOUNTANCY	$ 149.70	$ 76.48	$ 53.96	$ 85.01	$ 63.64	$ 74.67
BIOLOGY	$ 129.97	$ 66.35	$ 40.15	$ 69.64	$ 51.93	$ 54.34
ELEMENTARY EDUCATION	$ 85.15	$ 51.07	$ 33.45	$ 32.67	$ 24.26	$ 37.29
ENGLISH (LITERATURE)	$ 100.33	$ 73.91	$ 44.85	$ 68.53	$ 52.25	$ 43.12
MECHANICAL ENGINEERING	$ 140.17	$ 89.24	$ 58.31	$ 51.11	$ 48.92	$ 54.19
MUSIC EDUCATION	$ 41.34	$ 22.25	$ 15.32	$ 11.66	$ 12.78	$ 22.83
NURSING	$ 138.95	$ 101.48	$ 70.66	$ 80.61	$ 56.90	$ 81.72
PSYCHOLOGY	$ 128.78	$ 85.13	$ 59.17	$ 72.12	$ 55.86	$ 53.62
AVERAGE PRICE	$ 114.30	$ 70.74	$ 46.98	$ 58.92	$ 45.82	$ 52.72

TOTAL TEXTBOOK COST - NEW VS. LOWEST PRICE OPTION AVAILABLE

   * USED, RENTAL, EBOOK, INCLUSIVE ACCESS

	NEW	LOWEST OPTION*	SAVINGS	SAVINGS %
ACCOUNTANCY	$ 5,987.80	$ 2,986.83	$ 3,000.97	50%
BIOLOGY	$ 4,289.15	$ 1,793.33	$ 2,495.82	58%
ELEMENTARY EDUCATION	$ 3,406.05	$ 1,491.70	$ 1,914.35	56%
ENGLISH (LITERATURE)	$ 4,013.20	$ 1,724.65	$ 2,288.55	57%
MECHANICAL ENGINEERING	$ 4,765.80	$ 1,950.83	$ 2,814.97	59%
MUSIC EDUCATION	$ 2,273.45	$ 1,255.45	$ 1,018.00	45%
NURSING	$ 4,307.41	$ 2,533.41	$ 1,774.00	41%
PSYCHOLOGY	$ 4,636.20	$ 1,930.22	$ 2,705.98	58%