October 27, 2023

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

RE: Wright State University FY2023 Affordability and Efficiency Report

Dear Chancellor Gardner:

Please accept the enclosed FY2023 Wright State University Affordability and Efficiency Report as required by House Bill 63 (Section 369.560).

The Wright State University Board of Trustees will vote on a Resolution adopting the report at their next Public Session scheduled for December 15, 2023.

Sincerely,

Nova Lasky
Director, Organizational Planning and Project Management

Ohio | **Department of Higher Education**

Mike DeWine, Governor
Randy Gardner, Chancellor

Affordability & Efficiency

FY23 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 at the call of the chancellor.

The first several Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency's October 2015 report "Action Steps to Reduce College Costs" (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. Since then, the Efficiency Reports have transitioned to other timely issues. This year's report will continue that practice.

In addition, there are a number of topics that are required to be addressed per the Ohio Revised Code. Specifically, ORC Section 3333.951(C) requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution. ORC 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services and report their findings to the Efficiency Advisory Committee. ORC 3345.59(E) requires information on efficiencies gained as a result of the "regional compacts" created in 2018.

The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: David Cummins, Associate Vice Chancellor Financial Planning and Oversight, 614-752-9496, dcummins@highered.ohio.gov   Please provide your institution's efficiency report by **Friday, November 3, 2023** via email to OdheFiscalReports@highered.ohio.gov

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

- **Section I: Efficiency and Effectiveness –** This section captures information on progress made from strategic partnerships and practices that are likely to yield significant savings and/or enhance program offerings.

- **Section II: Academic Practices –** This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open Educational Resources.

- **Section III: Policy Reforms** – This section captures state IHE responses to suggested policy reforms originating from state initiatives, including transcript withholding and Second Chance Grants as created in Sub. SB 135.

- **Section IV: Future goals –** In the spirit of continuous improvement, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:

- 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: Efficiency and Effectiveness

Benchmarking

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

1. Does your institution utilize Higher Education Information (HEI) system data to evaluate the efficiency of operations? If so, which data sources are most useful or informative? How can the data provided in HEI be better utilized for this purpose?

   Wright State University sought to understand how to shape its strategic vision and internal decision making to best align with the components of the State Share of Instruction (SSI). To support this effort, HCM Strategists, LLC (HCM) provided an independent, external analysis of Wright State's programs, course enrollments and degree areas (as reported to the HEI) to inform decision making and maximize internal revenue through the SSI model. Specifically, the goal was to create clear links between state funding and university operations; identify areas of strong performance for leverage; and identify gaps and challenges related to various course offerings, degree pathways and student enrollment patterns.

   The following HEI files were used (and most useful) in the analysis:
   - Course Inventory (CI)
   - Course Enrollment (CN)
   - Student Entrance (SE)
   - Student Enrollment (SN)
   - Degree/Certificate Earned (DC)

   Based on the analysis conducted, no improvements were recommended to HEI files.

2. **What other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.**

   Enrollment Forecasts and Revenue Projections
   Annually, Wright State University forecasts headcount enrollments for the next three upcoming fiscal years. Based on various attributes about students and Wright State's fee assessment policies and practices (e.g., tuition guarantees, etc.), the forecasted headcount enrollments are used to project tuition and fee revenues. Wright State has experienced much success with this strategy to improve its budgeting of University expenses.

Staffing Analyses

Annually, Wright State University conducts staffing analyses to determine appropriate levels of funding for both instructional and administrative expenses. In addition, the University utilizes a strategic hiring process wherein all vacant and new positions are evaluated both operationally and financially for operational efficiencies.

Delaware Cost Study

Annually, Wright State University participates in The Cost Study, a national study of instructional costs and productivity, administered by the University of Delaware's Office of Institutional Research and Effectiveness. The Cost Study is used to benchmark at a discipline-level (department) various operational measures including faculty teaching loads, direct instructional costs, and separately budgeted research.

Academic Efficiency and Effectiveness Review

Presently, and at the request of the Board of Trustees, Wright State University is in the process of evaluating the University's academic programs to identify their relative efficiency and effectiveness with the goal of supporting more strategic resource allocation. Internal data from the past five academic years have been compiled to examine trends in enrollment, retention, degrees awarded, time to degree, and profit margin for each program. In addition, external data from the State of Ohio's Governor's Office of Workforce Transformation and Encoura were utilized to establish metrics for institutional fit and market demand, respectively. Program-level data from prior analyses conducted by the University Professional and Continuing Education Association (UPCEA) were also included in the data gathered for analysis. Findings and recommendations will be announced in December 2023.

Facilities Planning

In April 2022 the Auditor of State's Office completed a Performance Audit of the facility inventory data maintained by DHE. AOS provided three recommendations within that audit:
- DHE should work to ensure that all institutions report data by a specified date, and it should develop and follow internal data verification methods.
- DHE should provide the collected facilities data in a timely manner so that policy makers can make informed decisions relating to necessary changes in the state operating and capital budgets.
- DHE should develop a strategic plan for higher education, with a focus on facilities.

1. How has your institution employed planning and changing use of campus space to reduce costs and increase efficient use of capital resources?

Wright State performs annual space benchmarking. This study helps to identify space types which have a surplus. In addition, periodic physical walkthroughs of space are performed. These two techniques combined have allowed smaller pockets of vacant space scattered across campus to be identified. Using this information, Wright State planned and completed multiple projects designed to not only

consolidate synergistic departments, but also consolidate vacant space allowing for maintenance and custodial work to focus in more concentrated areas and freeing up space for external leasing.

2. How have recent enrollment trends, including changing demographics and the increased utilization of distance learning, impacted facilities planning at your institution?

Wright State University increased the number of classes offered online in response to enrollment tends. However, Wright State is an in-person learning environment and will continue to offer classes in person while meeting our students' online needs. The Facilities plan will continue to prioritize making campus an attractive place where students want to be. In addition to beautifying campus, the focus on capital expenditures will continue to be heavily weighted toward deferred maintenance to ensure the learning environment is optimized for our students.

      a. Do you see continued increases in distance learning, or do you think that the percentage of courses taken by distance learning has reached a stable level?

      Wright State University understands that the future of distance learning will be influenced by several factors including institutional growth, demand for hybrid models, market saturation, technology advancements, regulatory changes, etc. Post Covid, the demand for distance learning at Wright State University has stabilized. However, we remain positioned to meet the needs depending upon the variables that will drive this demand. Being nimble and able to pivot as these factors change remains a focus here at the University.

3. What benchmarks or data sources does your institution use to assess demand for physical space?

Wright State uses the benchmark formulas developed by the Association for Learning Environments to conduct annual space benchmarks using the Day 14 fall semester census data.

      a. Do you see a shift in the demand for different types of physical space, e.g. lab space?

      Yes. The demand for space allowing for informal and unplanned collaboration or socializing has increased. The changes in student enrollment have lessened the demand for general classroom space.

4. Does your institution utilize HEI physical structure data or area utilization data to inform the six-year capital planning process?

Yes.

Regional Compacts

ORC Section 3345.59 requires 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. The section identifies nine areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

> (E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

Specific to the Regional Compact in which your institution is a member, please describe collaborations that have occurred within the regional compacts and the efficiencies or enhanced services provided in any of the relevant categories below.

Category	Description
Reducing duplication of academic programming	Wright State's approach to reducing duplication of academic programming has been twofold: seamless transfer pathways and adjustment to its academic programs. Wright State continues to support numerous statewide transfer guarantee programs, such as Ohio Transfer 36, Transfer Assurance Guides, Career-Technical Assurance Guides, Industry-Credential Transfer Assurance Guides, Advanced Placement, College-Level Examination Program, and Ohio Guaranteed Transfer Pathways. Regionally, in collaboration with key community college partners and Strategic Ohio Council for Higher Education (SOCHE), the institution has worked tirelessly in promoting unnecessary duplication of coursework and programs, as well as reenrollment of stop-out students through BOLD (Be Ohio's Latest Degree Holder) Compact. With over 350 transfer guides available to Sinclair, Clark State, and Edison State students in both technical and transfer associate degree students, 400+ students consistently and actively participate in the Wright Path Program. Wright State has also implemented an accelerated three-year Bachelor of Nursing program at Dayton Campus. In addition, to reduce duplication of academic programming and due to the increase in the number of two-year institutions offering RN-BSN Completion programs, Wright State has eliminated its RN-BSN program effective fall 2023. The last cohort was admitted for summer 2023.
Implementing strategies to address workforce education needs of the region	As an ongoing effort, Wright State continues to collaboratively develop and market transfer pathways with Sinclair, Clark, and Edison in critically high demand workforce areas, including applied systems industrial engineering, computer science/cybersecurity, public safety, human services, science and math, and teacher education, as well as creating bachelor's completion pathways from technical to science (biology) and leadership programs in health sciences areas. Furthermore, in collaboration with regional two-year institutions, Wright State faculty were awarded a national grant to

	promote cybersecurity education and engage associate degree students to transfer to Wright State to further their education.
	Wright State has also been exploring academic partnerships with other four-year institutions like Indiana University East for Medical Laboratory Science and Bluffton University for Electrical Engineering. These new partnerships are expected to be finalized soon. The partner institutions do not offer the respective program; therefore, sharing the resources and providing an additional educational pathway can lead to a surplus in high demand career fields.
	New transfer guides in information technology and cybersecurity, computer science, and leadership areas were recently formed between Columbus State Community College and Wright State University.
	Wright State Dayton Campus also explored TechCred opportunities (as Lake Campus has done) to promote third-party credentialing.
Sharing resources to align educational pathways and to increase access within the region	Through SOCHE Cross Registration program, Wright State and its partner community colleges have created some of the transfer guides with course sharing in place, so that Wright Path students will be able to complete pre-requisite courses necessary to stay on track with their academic progress from an associate to a baccalaureate degree at most efficient and cost-effective way for them.
	Year after year Wright State works closely with Sinclair College's LSAMP (Louis Stokes Alliance for Minority Participation) in promoting undergraduate research and faculty mentorship opportunity for first-generation underrepresented community college students.
	Wright State has also been exploring academic partnerships with other four-year institutions like Indiana University East for Medical Laboratory Science and Bluffton University for Electrical Engineering. These new partnerships are expected to be finalized soon. The partner institutions do not offer the respective program; therefore, sharing the resources and providing an additional educational pathway can lead to a surplus in high demand career fields.
	With a new partnership with Dayton Public Schools and Dayton Metro Library, Wright State is exploring ways to support and open educational access to high school students after school. For example, many of the Belmont High School students spend time at the

	nearby library after school. Wright State sees an opportunity to engage the students in various educational activities.
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	Through stronger relationship and partnership building with key institutional constituents like Sinclair College, Clark State College, and Edison State Community College, as well as private and philanthropic partners like Amazon, Premier Health Network, and the Institute of International Education (IIE) American Passport Project, Wright State has been the anchor institution in collaborative efforts on behalf of the students in the Miami Valley region. In order to reduce operational and administrative costs, Wright State and its partners are committed to working together to guide their students about transfer credits, assist in tuition incentive programs, and help them obtain a U.S. passport (to be able to study abroad, participate in international internships, or volunteering abroad).
Enhancing career counseling and experiential learning opportunities for students	Career Counseling and experiential learning opportunities have remained an integral part of the student experience at Wright State University. However, as the institution advances within technological ability and systems utilization, we are able to better identify opportunities for students, market these opportunities, track outcomes, and communicate with our students and alumni. By increasing our inventory of experiential learning opportunities, we will be able to better advertise them to our students, which allows for increased participation and leads to better career-readiness for our students.

Career Consultants advise current undergraduate and graduate students as well as alumni on all aspects of the career planning process. Each student and alumnae we serve have varying levels of professional experience ranging from no employment experience to seasoned veterans with decades of professional work experience. The Career Consultants first work to identify career goals through individual career advising appointments. The goals are identified through the use of career planning tools such as personality assessments, occupational research, Ohio Means Jobs careers' outlook and a full understanding of the student or alumni's personal career objectives. Next, the Consultants work with the students or alumni to develop their own personal brands through the creation of job search documents such as professional resumes and online presence such as LinkedIn. Then the Consultants work with the student or alumni to develop a comprehensive job search strategy that often includes online search tools, professional networking events supported by WSU's employer partners, proactive outreach strategies to companies or industries of interest as well as participation in internship programs. Additional support and coaching are provided by the Consultants that often includes interview preparation, mock interviews, salary negotiation strategy, market research and performance management. The Consultants provide coaching and |

	assistance to the students and alumni through the entire process from the initial meeting to identify goals through job acceptance and beyond.
Expand alternative education delivery models such as competency-based and project-based learning	In continuation with our strategy to serve adult-student populations, students that are working, students with outside responsibilities and many other priorities, our institution is expanding accelerated courses, combined programs, (those that allow for a defined number of graduate courses to count toward their undergraduate program while being charged the undergraduate tuition rate), and microcredentials. Continued coordination and focus on a transfer-friendly campus remains a priority and student-centered initiatives focusing on education delivery models will be explored in the near future.
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	Wright State has been working closely with secondary career-technical institutions like Miami Valley Career and Technical Center, Greene County Career Center, Springfield-Clark Technology Center, Butler Tech, and Warren County Career Center by promoting various educational pathways including the Wright Path Program, awarding college credit through Career-Technical Transfer Assurance Guide (CTAGs) and Industry-Credential Transfer Assurance Guides (ITAGs). As mentioned earlier, with a new partnership with Dayton Public Schools and Dayton Metro Library, Wright State is exploring ways to support and open educational access to high school students after school. For example, many of the Belmont High School students spend time at the nearby library after school. Wright State sees an opportunity to engage the students in various educational activities.
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	Through the Wright Path program, students at defined two-year institutions continue to experience opportunities for research and engagement that they likely wouldn't receive at their two-year institution. While in the program, students have an opportunity to participate in our Research Day, Pre-Health Visit Day, undergraduate research, and career counseling services. As we expand our service to two-year students we share and multiply resources to serve our regional students. Since two-year schools are focused on teaching, not research, their students benefit from getting involved in research opportunities. Our institution is reviewing the current policy in hopes of making it even more student-centered and easy for students to complete their four-year degree at Wright State. The policy revision will occur during this 2023-2024 academic year.
Identifying and implementing the best use of university regional campuses	Wright State University's Lake campus offers small class sizes, affordable tuition, and highly qualified professors. The mission of our Lake Campus states that "as part of Wright State University, we will be the focal point for the educational and cultural advancement

	of the residents of West Central Ohio, providing opportunities for advanced scholarship and continuing education, economic and technological development, and community service." To align with the mission and in seeking to implement the best use of our regional campus, Lake Campus is proposing to revise the associate degree in Police Science to be a stackable credential pathway for law enforcement. The first year (30 credit hours) will consist of the current police academy. The second year will consist of CORE classes, an internship and the Fundamentals of Crime and Justice Studies certificate. At that point, the students earn an AAS which is transferable to the BS degree in Crime and Justice Studies on the Dayton Campus. This associate degree will also serve as a completion degree for current law enforcement officers. Most Lake Campus graduates are employed in West Central Ohio. Several degrees are extremely important to the region the Lake Campus serves. Specifically, nursing, mechanical engineering, and education degrees.
Other initiatives not included above	As we continue to strengthen our partnership with Wright Patterson Air Force Base (WPAFB), the Raj Soin College of Business is introducing two new courses in collaboration with the Defense Acquisition University (DAU) as part of a certificate program for students. The developed courses are Introduction to Defense Acquisition (BUS 2200) and Introduction to Defense Contracting (BUS 2250). This collaboration aims to establish general education, training, and experience for those interested in performing contracting and procurement activities and functions in, or interacting with, the Department of Defense (DoD). We expect these courses will attract current Wright State students and the federal civilian acquisition workforce in and potentially beyond the Dayton region. Wright State University is adjacent to Wright-Patterson Air Force Base (WPAFB) and is among a strong defense community with private sector defense industrial base firms. With more than 30,000 active duty, civilian, and DoD contractor employees, WPAFB is the largest single-site employer in Ohio. The government and defense community play an integral role in workforce development and routinely recruits students from Wright State University. Developing and recruiting talent to join the government and defense community have become increasingly important and challenging in recent years. Recent estimates suggest WPAFB will hire 3,000 employees in the next five years. The government and DoD industrial base also compete for talent with other organizations in a diverse set of industries. These workforce development challenges with respect to talent acquisition, development, and retention present opportunities for higher education to better prepare

	our students with the needed knowledge, skills, and competencies for positions in the federal government and defense sectors. Students completing this certificate will be able to integrate it with a business degree and the courses are accredited with the Defense Acquisition University. The certificate has been developed with a population of degree-completion students in mind, ensuring efficiency in completing their four-year degree.

Co-located Campuses

ORC Section 3333.951(B) 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, and to report their findings to the Efficiency Advisory Committee.

(B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section 3333.95 of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

Co-located campus: Not applicable to Wright State University

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 II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

Textbook Affordability

Textbook Cost Study

ORC Section 3333.951(D) requires Ohio's public colleges and universities to do the following on an annual basis:

> (D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.

Your institution's submission of Textbook Cost Study information via the annual Efficiency Report is used to satisfy this statutory requirement. Please attach the analysis of textbook costs developed by your institution labeled "[Institution Name – Academic Year – Textbook Cost Study]" and summarize the results of your institution's study below.

Category	Amount
Average cost for textbooks that are new	$ 89.90
Average cost for textbooks that are used	$ 58.50
Average cost for rental textbooks	$ 38.14
Average cost for eBook	$ 62.00

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.

> (C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

Please discuss all initiatives implemented, including those specifically referenced below, that ensure students have access to affordable textbooks.

Open Educational Resources (OER)

1. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain and please include links to relevant information, if applicable, that is available on your institution's website.

Both the Dayton and Lake campuses use OpenStax materials for Biology, Chemistry, Math and Physics courses. In addition, Wright State is a member of OhioLINK (the Ohio Library and Information Network) which offers a number of affordable learning initiatives and resources. These initiatives include an Open Course content library, inclusive access initiatives with major textbook publishers, and a clearinghouse for member campuses to share information about open access initiatives.

2. Has your institution provided support to faculty for the development of OER materials? If so, please explain and include links to relevant information, if applicable, that is available on your institution's website.

   The University has established partnerships with the bookstore, campus representatives and faculty to develop OER materials. Workshops and informational sessions are offered to faculty. Because the university is a member of OhioLINK, faculty can also apply for OhioLINK supported grants to develop and/or identify existing OER materials for use in their courses. One Wright State faculty member was awarded an OhioLINK grant in 2023.

3. What courses did your institution offer during the 2022-23 academic year that used OER? Please fill out the attached template completely. This template will be used to inform a statewide landscape analysis of OER adoption and may be publicly shared in a report.

   See attached reporting template.

Inclusive Access

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as "included" within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on "day one." Federal law provides the statutory right for students to "opt-out" of inclusive access if they prefer, which preserves the right of the student to source materials.

1. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students? If yes, what mechanisms are in place help promote this strategy with faculty?

   Our course material provider, eCampus, works with our faculty to adopt Inclusive Access content. This past year, eCampus actively worked with our faculty members to educate and encourage participation in the Inclusive Courseware program when their course material adoption would be a good fit. In addition, the eCampus adoption tool, FAST, offers the ability to select Inclusive Courseware at the time of adoption, making the process of choosing to be in the program a simple process. The University's Faculty Senate added this issue to the agenda for the upcoming academic year to work with faculty members to increase adoption and reduce textbook costs.

2. What courses did your institution offer during the 2022-23 academic year that participated in an inclusive access program? Please fill out the attached template completely. This template will be used to inform a statewide landscape analysis of the utilization of inclusive access and may be publicly shared in a report.

    See attached reporting template.

3. How are students at your institution made aware of their right to opt out of utilizing inclusive access?

    All students are aware they have the right to opt-out of Inclusive Courseware. Instructions are available through the Raider Connect website and an LTI integration is provided in each course using Inclusive Courseware for students to see their Inclusive Courseware content and opt-out if they choose.
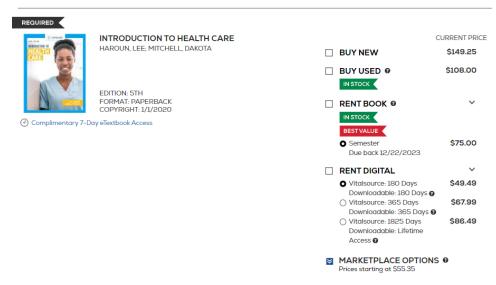
Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

Jennifer Gebhart, Associate Director Auxiliary Services. jennifer.gebhart@wright.edu 937-775-2265
Karen Wilhoit, University Librarian, karen.wilhoit@wright.edu 937-775-3039

Other Textbook Affordability Practices

What other practices, if any, does your institution utilize to improve college textbook affordability?

eCampus provides a variety of purchase options for traditional textbooks that do not use one-time use courseware (MyLab, Connect, etc). Options include rentals, digital and used course materials. For digital content, many have different price options based on the length of use. Here is an example of a traditional textbook with cost saving options to choose from.

REQUIRED

INTRODUCTION TO HEALTH CARE
HAROUN, LEE; MITCHELL, DAKOTA

EDITION: 5TH
FORMAT: PAPERBACK
COPYRIGHT: 1/1/2020

Complimentary 7-Day eTextbook Access

	CURRENT PRICE
☐ BUY NEW	$149.25
☐ BUY USED ❓	$108.00
IN STOCK	
☐ RENT BOOK ❓	⌄
IN STOCK	
BEST VALUE	
● Semester	$75.00
Due back 12/22/2023	
☐ RENT DIGITAL	⌄
● Vitalsource: 180 Days	$49.49
Downloadable: 180 Days ❓	
○ Vitalsource: 365 Days	$67.99
Downloadable: 365 Days ❓	
○ Vitalsource: 1825 Days	$86.49
Downloadable: Lifetime	
Access ❓	
☑ MARKETPLACE OPTIONS ❓	
Prices starting at $55.35	

Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
Digital Options	eCampus provides digital options for many titles. Many digital titles offer different lengths of use which result in reduced cost to the students.	Varies

Section III: Policy Reforms

Transcript Access

ORC Section 3345.027 requires the following of public colleges and universities:

(C)(1) Not later than December 1, 2023, the board of trustees of each state institution of higher education shall formally consider and adopt a resolution determining whether to end the practice of transcript withholding. Once adopted, each state institution shall submit a copy of the resolution to the chancellor of higher education.

(2) In adopting the resolution required under this division, each board of trustees shall consider and evaluate all of the following factors:
    (a) The extent to which ending the practice of transcript withholding will promote the state's post-secondary education attainment and workforce goals;
    (b) The rate of collection on overdue balances resulting from the historical practice of transcript withholding;
    (c) The extent to which ending the practice of transcript withholding will help students who have disenrolled from the state institution complete an education, whether at the same institution or another state institution.

If a board of trustees resolves to maintain the practice of transcript withholding, the board shall include in the resolution a summary of its evaluation of the factors contained in division (C)(2) of this section.

(3) Not later than January 1, 2024, the chancellor shall provide a copy of each resolution submitted under this division to the governor, the speaker of the house of representatives, and the president of the senate

Although the submission of this year's Efficiency Report will occur prior to the submission date of the policy required to be adopted by the section above, please be aware of this new requirement as you plan your fall schedule for Board of Trustee meetings.

Special Purpose Fees Policy

Limitations on increases in instructional and general fees have traditionally been set by the General Assembly within biennial operating budgets. Limitations on special purpose fee increases, alternatively, are fairly new beginning with Am. Sub. HB 49 of the 132nd General Assembly. Section 381.160 of Am. Sub. HB49 precluded increases in special purpose fees and establishing new special fees, at universities, except for certain categories of fees specifically exempted in law from the fee limitations. Am. Sub. HB 166 of the 133rd General Assembly continued the special purpose fee restriction but additionally required the Chancellor to review and approve new special purpose fees and increases in existing special purpose fees at universities and community colleges. This same level of special purpose fee restraint has been continued in every biennial budget since, including the current biennial budget Am. Sub. HB 33 (Section 381.260(A)(1)(c)).

Please describe your institution's policy for assigning special purpose fees to specific courses or academic programs. Specifically:

1. What criteria are used to determine whether a course or lab fee is appropriate?

    Criteria used to determine whether a course or lab fee is appropriate is conveyed during the internal approval process and includes expense and revenue estimates as well as an accounting page using actual enrollment data wherever possible. During the

internal approval process, requestors must submit a petition that includes a justification that the published guidelines were followed as listed in the policy when determining the need for a special purpose, or course, fee.

2. What is the internal process for approving new fees or fee increases?

Upon determination that the requested fee meets the guidelines as specified within WSU policy 4410.1 Course and Program Fee Approval Guidelines and Approval Forms, the appropriate Fiscal Services Manager will complete the Course Request Fee or Program Request Fee form. The completed form will route to the following approvers:

1. Vice President of Business Operations
2. Vice Provost for Academic Affairs
3. University Controller
4. Bursar's Office
5. Registrar's Office
6. FYI notification to the Provost

Upon approval at all levels, the fee is then will take effect at the beginning of the first registration period that follows approval unless a later date is specified in the application. New or changed course/program fees will not be assessed during a term if registration for that term has already begun.

3. What controls are in place to assure that the fee revenue is utilized appropriately to the benefit of the students paying the fee?

Assurance that fee revenue is utilized appropriately and to the benefit of the students paying the fee is incorporated through the existing fee request policy and procedure as well as through an expense control standpoint. Once fees are active and budgeted the Fiscal Services Managers are expected to ensure we are following the policy and only using these course fees for consumables for that course. Each expenditure for the university has to be approved by the Fiscal Services Manager of each college. Purchase requests are sent to college administrators, oftentimes deans, for approval then routed through the system for further review and approval. Approvals throughout the purchase process are aligned so that expenses are reviewed and can be confirmed prior to purchase approval.

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.

The university utilizes a strategic hire review process to analyze the need to replace vacant positions or create new positions funded by the university. This data-driven process engages hiring managers, Human Resources Business Partners, and executive-level administrators to evaluate opportunities for organizational efficiency through work restructure, capacity alignment, and centralization or shared services. The goal of strategic hire review is to closely manage the university's largest expense category, compensation, in alignment with revenue sources while reducing impact to current employees.

Wright State opted not to renew its existing dining services contract and to bring a new student-centric provider, Quest, to the Dayton Campus. The university engaged in purposeful negotiations to install an all-you-care-to-eat option and expand service options to include breakfast and dinner seven days per week at no additional cost to students over the previous meal plan. Working with the new vendor, the university was also able to expand offerings in the residence hall market while keeping price points level. Contracts between campus dining and the Nutter Center (the university's arena and event venue) were intentionally separated. A contract was negotiated with a specialized venue management provider for Nutter Center concessions to maximize revenue and allow the university to keep ticket prices affordable for students, faculty, and staff.

The university also terminated its bookstore contract and recruited a new provider, eCampus. The vendor was selected due to an enhanced focus on ebooks and user-friendly interfaces that increase accessibility, efficiency, and cost savings for students. Merchandise offered by the new provider is also more affordable and within the student price point.

Wright State overhauled its parking policies to better prioritize student needs. The university ceased segregation of employee and student lots and opened all lots to students, faculty, staff, and visitors, allowing better access to academic buildings. Student parking rates were reduced for outer lots which are not contiguous to academic buildings. Spaces closest to buildings were previously sold at a premium and only available to employees. Those spaces have now been designated "Raider Spaces" and are also available to students at a lower rate than previously offered.

The university's new residential housing partner, Crawford Hoying, continues to make improvements, including many room renovations, while holding board rates level for the academic year.

Section IV: Future Goals

The DeWine-Husted administration recognizes that each IHE 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 the State of Ohio can further support strength, resiliency and reputational excellence in Ohio's post-secondary education system.

Promoting Workforce Development

Wright-Patterson Air Force Base, the largest single site employer in the State of Ohio, is integral to the success of the Dayton region. WPAFB supports over 30,000 employees and contributes a $16 Billon impact to the 14 counties surrounding the base.

Over the next five years, WPAFB will need to fill over 3,000 jobs with qualified employees, many of which will require a bachelor's degree.[1]

A primary focus of Wright State University is to ensure WPAFB has the necessary workforce to support its missions, as evident by our line item requests in the State Biennium Budget. Wright State University successfully secured $250,000 each fiscal year to establish the Clearance Ready Program in order to streamline students obtaining their security clearances in a timely manner to intern and secure employment. The University is currently partnering with industry partners to offer unique internship opportunities for students on classified projects which require a security clearance sponsorship. Other activities being explored include classes/seminars on working in a classified setting and educational modules on the security clearance process. This is a small way in which Wright State University aims to assist WPAFB in obtaining quality employees at an expeditated process that is beneficial to the student. Additionally, Wright State University secured $1.5M each fiscal year to establish the Aerospace Medicine and Human Performance Center of Excellence. By leveraging existing strengths and the established relationships with the 711th Human Performance Wing, Wright State will be establishing an Aerospace Medicine Residency program, meeting a demonstrated need of WPAFB.

Similar to our Clearance Ready Program, the State of Ohio can assist with prioritizing workforce development programs that will directly educate students that will remain in the State of Ohio. Universities, in order to obtain special funding for workforce development programs, should demonstrate their commitment to educating students that will remain in the state in addition to the need in the community. 96% of WSU graduates remain within the state, with the majority filling in demand jobs in the region.

Wright State University remains committed to strengthening the partnership with WPAFB and other regional employers.

Elevating Student Readiness

Recently, the Carnegie Institute ranked Wright State University as the second-best University in the State of Ohio for upward economic mobility. This metric highlights the importance of a quality, near access institution in the Dayton region.

The lasting effects of the COVID-19 pandemic will last for several years to come. Many of the students in the entering classes have demonstrated lower results in math and writing than previous years. This issue is expected to grow exponentially. Wright State University is offering a co-remediation model in which students in math and/or writing are dual enrolled in courses, adding a remediation course to assist the student in ensuring they are able to be successful in those subjects. This is a very cost intensive

model, as students are receiving a more individualistic education through the remediation course and tutoring offered. The State of Ohio should consider funding these wrap around programs for at risk students to improve their outcomes when attending a state institution of higher education.

As the state emerges from the COVID-19 pandemic, strategic investments need to be made to Universities that actively elevate academic performance of students to a university required standard. By doing this, the state will have a larger workforce for in demand industries while also providing opportunities for those that ordinarily would be left behind by the public university system.

Wright State will continue to stive to provide an upward economic mobility for all students and is aiming to be the best in the State of Ohio.

Promoting Education for All

Wright State University is ranked among the top universities in the United States for accessibility for students with disabilities. The Office of Disability Services serves nearly 900 students annually, ensuring they have the resources to be successful students at Wright State. Many students from across the country choose Wright State because of its strong commitment to student accessibility.

The State of Ohio should consider funding avenues for universities across the state to continue to excel in accessibility. This makes the State of Ohio more competitive in student choice of where to attend, and also in terms of a workforce to meet the in-demand jobs.

Thank you for completing the FY23 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.