



November 5, 2024

Chancellor Mike Duffey
Ohio Department of Higher Education
25 South Front Street
Columbus, OH 43215

RE: Wright State University FY2024 Efficiency Report

Dear Chancellor Duffey:

Please accept the enclosed FY2024 Wright State University Efficiency Report as required by Ohio Revised Code section 3333.95.

The Wright State University Board of Trustees will vote on a Resolution adopting the report at their next Public Session scheduled for December 13, 2024. A copy of the Resolution will be forwarded immediately following.

Sincerely,

A handwritten signature in black ink, appearing to read "Nova Lasky".

Nova Lasky
Director, Organizational Planning and Project Management



FY24 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.

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: **Alex Penrod**, Special Assistant to the Chancellor for External Affairs, 614-995-7754 or apenrod@higher.ed.ohio.gov. Please provide your institution’s efficiency report by **Friday, November 15, 2024** via email.



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. How do expenditures on instruction and academic support benefit your institutional mission and priorities?

Instructional expenditures improve student learning outcomes and engagement and can be tailored to address local workforce demands. Academic support expenditures help students navigate their educational journeys, leading to higher retention and graduation rates. Strategically investing in these areas, the University can provide accessible, high-quality education that meets the needs of students and the community. Our academic programs use annual assessment and academic program review, which is cyclical every 4-years, to continuously improve programs specifically designed to retain and graduate our students in the ever-changing world. Institutionally, we are beginning a Quality Initiative (QI) through the Higher Learning Commission (HLC) that will focus on the design and implementation of a First Year Seminar Course. The First Year Seminar: RISE project will elevate the focus on student success across the institution, build on existing work to improve student success outcomes, and create a student-centered experience that delivers high-quality learning that will address gaps in preparedness and increase the likelihood of future academic success throughout their journey at the institution.

In addition, in furtherance of Wright State's role as the educational anchor for Wright-Patterson Air Force Base, the University has developed two significant new minors or programs that were introduced in Fall 2024: the Aerospace Engineering minor and the BS in Engineering Technology. Recent student recruitment events, community college discussions, and industry feedback support the demand for these two programs for incoming students. Professional organizations such as JobsOhio, DDC, and Dayton Regional Manufacturers Association have expressed overwhelming excitement and support for these programs which are also supported by BLS job growth projections in these areas.



2. Other than HEI, 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. The strategy of using these data and metrics for budgeting continues to benefit fiscal operations.

Staffing Analyses

Routine staffing analyses occur annually by department when establishing the upcoming fiscal year budget, including the evaluation of vacant positions, to determine appropriate levels of funding for both instructional and administrative expenses. Additional, ad hoc, staffing analyses occur when staffing proposals are submitted via the strategic hiring process. Senior administration is investigating the use and availability of standardized department and program-level student-to-faculty ratios to aid in the evaluation and creation of enterprise-wide faculty hiring business rules that also adhere to the standards of institutional and specialized accrediting organizations. As part of the Ohio Senate review of the capital budget for higher education, a thorough review of employee headcounts and related costs was undertaken.

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

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. Deans are using these metrics to create academic business plans for their colleges and plan to present their findings to the Board of Trustees in 2025.



Power BI Reports and Dashboards

At the request of President Edwards and in accordance with the University's 2023-2025 Bridge Strategic Plan, a series of institutional reports and dashboards have been created for enterprise use that benchmark admissions funnel data, headcount enrollments, course registrations, faculty workload, and degrees awarded over several semesters. Additional reports and dashboards are in development, such as a student fact book and student outcome metrics (e.g., retention rates, persistence rates, and graduation rates). In addition to improving data literacy and data governance across campus, the reports and dashboards establish metrics to track performance and identify opportunities to improve business operations across the enterprise.

Facilities Planning

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

The university has employed several strategies to achieve operational efficiencies and preserve capital resources. Some of those strategies include:

Space Utilization Studies = Wright State performs annual space benchmarking. This benchmarking allows for identification of space types that have a surplus.

Regular Review of Space Needs = Periodic physical walkthroughs of space are performed to verify available spaces. This along with the space utilization studies have allowed smaller pockets of vacant space scattered across campus to be identified.

Shared Facilities = The University has encouraged collaboration with other departments to share facilities rather than construct new spaces for dedicated departments. By leveraging our space surplus, this has lowered overall construction and operating costs and improved access to resources.

Incremental Development = The University has fully embraced this strategy rather than large scale construction projects that align better with our space demands while minimizing upfront costs.

Sustainability Initiatives = The University has put into place strategies to reduce our utility consumption that will result in six figure savings annually starting next year. The University is also leveraging Capital resources to embark on energy saving projects



that will yield a quick ROI so that energy consumption can be curtailed even further. The single most important project to achieve this outcome will be retrofitting interior lighting to LED.

Engagement = The University has formed a Capital Projects Planning Committee to streamline our Capital planning processes. This involvement of stakeholders in the planning process has led to innovative solutions and allowed for better allocation of resources that better represent the University's needs.

The University will continue to utilize these strategies when planning and executing projects to not only consolidate synergistic departments, but also consolidate vacant space allowing for maintenance and custodial work to focus on 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 remains committed to offering online opportunities in response to enrollment trends. However, Wright State is an in-person learning environment and will continue to offer classes in person while meeting our students' online needs. Over the last year or so, increases in enrollment have allowed the administration to make targeted investments in student facing spaces which serve to supplement and enhance a student's experience on campus, including leisure and lounge spaces and a career hub to support the university's status as the top public institution in Ohio for social mobility. 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. 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 of Learning Environments to conduct annual space benchmarks using the Day 14 fall semester census data. We also utilize Archibus which is a space planning software platform that allows us to keep space inventories, run reports, document changes in space, etc.



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 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	<p>Wright State’s approach to reducing duplication of academic programming has been threefold: seamless transfer pathways, adjustment to its academic programs, and collaboration with other institutions through teach-out, specialized certificate agreements, and bachelor-to-master’s accelerated programming.</p> <p>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, Military Transfer Assurance Guides, Advanced Placement, College-Level Examination Program, and Ohio Guaranteed Transfer Pathways. Regionally, in collaboration with key community college partners, career-technical institutions, 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 390 transfer guides available to Sinclair, Clark State, Edison State, and Cincinnati State students in both technical and transfer associate degree, approximately 450 students consistently and actively participate in the Wright Path Program.</p>



	<p>Wright State faculty have made updates and revisions to Wright State Core, general education requirements. The new Core is more aligned with Ohio Transfer 36 structures and learning outcomes, so that students completing Wright State courses (whether as a College Credit Plus student, Lake Campus associate degree student, transient student, or transfer-out student) could apply the courses at other Ohio public institutions (including completing an associate degree at local community college with subsequently returning to Wright State for a bachelor’s degree). As part of the transition process from the old to new, courses will seek for Ohio Transfer 36 approval wherever possible.</p>
<p>Implementing strategies to address workforce education needs of the region</p>	<p>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 engineering technology, 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), technical to technical (medical lab technician to medical lab science, as well as graphic and digital design, engineering technology, and leadership programs in health sciences areas. Furthermore, in collaboration with regional two-year institutions, a national grant Wright State faculty was awarded last year allowed multiple workshops with highly respected professionals in the field to promote cybersecurity education and engage associate degree students to transfer to Wright State to further their education.</p> <p>Wright State worked with Bluffton University to implement an electrical engineering pathway as Bluffton offered a general engineering curriculum. Wright State has also been exploring academic partnerships with other four-year institutions like Indiana University East for Medical Laboratory Science and Wittenberg University for a teach-out option in music and Spanish.</p> <p>Although Sinclair College and Edison State Community College offer a program related to aviation, due to the workforce need of professional pilots, Wright State has also launched its own associate and bachelor’s degree programs.</p> <p>Lastly, building upon the concept of Industry-Credential Transfer Assurance Guide (ITAG) and addressing the workforce needs, Wright State sees a tremendous value and path for</p>



	<p>students with prior learning in Ohio Basic Police Officer Training (OPOTA) and information technology credentials like Comp TIA Security Plus and A+ certifications. It has proposed an option to recognize the entire OPOTA training into Crime and Justice Studies program requirements and is currently exploring recognition of IT certifications toward Information Technology and Cybersecurity bachelor’s degree requirements. Wright State has been in conversation with NPower to offer a free education to military and adult students and a seamless path to Wright State’s bachelor’s degree program.</p>
<p>Sharing resources to align educational pathways and to increase access within the region</p>	<p>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.</p> <p>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.</p> <p>Wright State has been participating in a pilot program that is coordinated by Community College of the Air Force in the gap analysis of pathways between CCAF and participating four-year institutions. The work has just begun in September 2024 and continues work throughout 2024-2025 academic year. The areas of interest for Wright State is a pathway from Basic Defense Course (security officer training) and Systems Operations Apprentice (information technology training) to Crime and Justice Studies and Information Technology and Cybersecurity bachelor’s degrees.</p> <p>Lastly, in collaboration with Greene County Career Center, a new proposal is currently under review by the accreditor in relation to offering OPOTA training and incorporate the training as an option for Crime and Justice Studies bachelor’s degree students. It may be comparable to the concept of ROTC where graduates could go into workforce as a law enforcement officer after graduation.</p>



<p>Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region</p>	<p>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 NPower, 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 and seamless award of prior learning and assist in tuition incentive programs. Both Lake and Dayton Campuses also work closely with local career-technical institutions like Greene County Career Center and Tri-Star Career Compact to offer new opportunities and reduce unnecessary duplication of training for students.</p>
<p>Enhancing career counseling and experiential learning opportunities for students</p>	<p>Wright State’s commitment to increasing experiential learning was demonstrated by the development and implementation of an external relations team in Career Services. This team’s focus is on developing relationships with external constituents including creating experiential learning opportunities. The Career and Internship Fair was expanded from 54 employers to 88. Thus, offering students access to more internship opportunities. Career Services has renewed programming for undecided students with the hire of a career consultant that focuses on making career decisions, exploratory students, and first generations students. In addition, a new 1-credit hour academic course was offered for undecided students.</p> <p>There is a career consultant for each academic college as well. They focus on career decisions, career readiness, resume writing, job search strategies, and interviewing practice. The academic year brought the consultants together as a team and increased efficiencies by reducing duplicate programming and data gathering efforts. This led to an increase in individual student appointments and in types of programming offered. All of the programs and services provided through our Career Services office are open to students enrolled in the Wright Path program while attending one of our partner institutions.</p> <p>Wright State is also an active participant in the Southern Ohio/Northern Kentucky Education Consortium, which is a collaborative group of Career Services staff from participating institutions that plan and execute an annual Education Career Fair and</p>



	<p>Interview Day for education and school counseling students. The fair hosts 110 school districts from around the country and provides them the opportunity to connect with hundreds of teaching and counseling candidates from six area colleges and universities in one fair.</p>
<p>Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts</p>	<p>Wright State’s collaboration with secondary career-technical institutions like Miami Valley Career and Technical Center, Greene County Career Center, Springfield-Clark Technology Center, and Warren County Career Center continues as mentioned last year 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).</p> <p>Last year Wright State began its new partnership with Dayton Public Schools and Dayton Metro Library. Mentoring and other programming opportunities are constantly explored and improved to support and open educational access to high school students after school.</p>
<p>Enhancing the sharing of resources between institutions to expand capacity and capability for research and development</p>	<p>As mentioned above, in collaboration with regional two-year institutions, a national grant Wright State faculty was awarded last year allowed multiple workshops with highly respected professionals in the field to promote cybersecurity education and engage associate degree students to transfer to Wright State to further their education.</p> <p>In addition, 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.</p>
<p>Identifying and implementing the best use of university regional campuses</p>	<p>Wright State University’s Lake Campus proudly continues to deliver small class sizes and affordable tuition, catering to the needs of West Central Ohio. Our mission is to serve as a pivotal center for educational and cultural advancement, offering opportunities that</p>



	<p>promote advanced scholarship, ongoing education, economic growth, technological development, and community engagement.</p> <p>In alignment with this mission, Lake Campus hosted a Regional Summit for the community focusing on topics of AI this past March. This event featured insightful guest speakers from the Dayton campus who explored the transformative potential of AI across various industries including higher education. Additionally, this summit gathered input from stakeholders on programs offered at the Lake Campus as well as the needs of the community. We also hosted a College Credit Plus (CCP) summit aimed at expanding educational opportunities for high school students. These gatherings underscore our commitment to fostering dialogue around emerging technologies and enhancing collaboration with local schools and community partners in West Central Ohio. By engaging with these critical topics, we aim to better prepare our students for the demands of the workforce while contributing to the region’s economic growth and technological advancement</p> <p>In response, the Lake Campus is proposing to revamp the associate degree in Skills Trac to an Associate in Applied Science in Manufacturing Technology. The Associate of Applied Science in Manufacturing Technology program provides comprehensive training in modern manufacturing processes and technologies. With concentrations in Equipment Service, Operations, and Robotics, the program equips students with specialized skills tailored to their career goals. Students gain hands-on experience in areas such as CNC machining, lean manufacturing, and robotics, preparing them to excel in diverse roles within the manufacturing industry. Graduates are prepared to support, optimize, and innovate within dynamic industrial environments.</p>
Other initiatives not included above	<p>The University has continued to foster enhanced partnerships with Wright-Patterson Air Force Base. Through our enhanced agreement with the 88th Air Base Wing, the University has nearly 70% of the Neuroscience Engineering Collaborative Building laboratory space occupied, with only 12,000 square feet of available space remaining. The finalization of the Inter-Governmental Service Agreement will allow greater access to campus laboratories by Wright-Patterson Air Force Base Directorates.</p>



In addition, recent partnership agreements include:

1. Collaborative partnership with 88th Air Base Wing for Neuroscience Engineering and Collaboration (NEC) building usage by researchers at WPAFB, including AFRL. This will provide the opportunity for collaboration and partnerships with WSU faculty, staff and students and is part of the strategic workforce development initiative to serve the needs of WPAFB.
2. The University is finalizing subcontract agreement with Ball Aerospace for AFRL RH 711th human performance group to access space in the NEC building. This partnership will build upon and leverage existing agreements with the 711th Human Performance Wing.
3. The University is exploring an additional space agreement with the AFRL Materials and Manufacturing Directorate (RX) researchers to provide laboratory space in the NEC building.
4. Wright State is in the process of finalizing an Education Partnership Agreement (EPA) with AFRL 711th Human Performance Wing. This agreement is designed to enrich WSU students' educational experiences by leveraging the 711th HPW's staff expertise, unique facilities, and technology.

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: _____ N/A _____

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 and Reducing Textbook Costs for Students

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.

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.

Your institution’s submission of information via the annual Efficiency Report is used to satisfy these statutory requirements. **Please attach one spreadsheet with two tabs.** The first tab should include the analysis of textbook costs developed by your institution as shown in Table 1 below. The second tab should include the analysis of the number of courses that utilized other sources of information as shown in Table 2 below. – Attached as Appendix A

Table 1	
Category	Amount
Average cost for textbooks that are new	\$57.56
Average cost for textbooks that are used	\$47.20
Average cost for rental textbooks	\$43.05
Average cost for eBook	\$79.62

Table 2	
Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	5,184
Exclusively used OER materials	166
Used OER materials together with purchased course materials	130
Provided course materials through inclusive access	722

Other Textbook Affordability Practices

What other practices, if any, 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
Price Match Guarantee	Price Match Guarantee will price match Amazon.com Direct, B&N.com, Chegg, and local brick-and-mortar competitors.	\$1,500
Textbook Scholarships	\$14,000 in textbook scholarships are made available to Wright State University annually. All course material scholarships are provided as in-store credit. eCampus works with Wright State to distribute the credit to students in a way that is deemed best by Wright State.	\$14,000
Free Shipping	Students receive free USPS/standard shipping to home on all orders over \$59 and free expedited shipping on all orders, regardless of value, shipping to the campus stores.	\$38,309.80

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

Section III: Policy Reforms

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)).

1. Please include a table that separately shows general and special fee totals for each of the past five years.

See Appendix B.

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

Wright State University has both a policy and a process that governs when a course or lab fee may be necessary. The policy outlines what costs are allowable as well as what costs are non-allowable. The policy also defines associated terms related to fees and provides a process overview. See [Wright State University's Policy 4410: Course and Program Fee Approval Guidelines and Approval Forms](#) for approved language. Criteria listed in the policy for are:

- *Required materials consumed during the progress of the course.*
- *Required materials and equipment that students take away with them at the end of the course.*
- *Field trips, off-campus lecturers or events and other required activities in a course.*
- *Use of facilities or equipment the department/college does not control.*
- *Private instruction associated with a course.*
- *Travel expenses associated with offering a course at an alternative location.*
- *Technology to support a course (e.g. distance learning).*
- *Revenue from course fees must be used solely for approved purposes and in the courses for which the fees were assessed. Units must maintain documentation of course fee revenue and expenses, which will be subject to periodic review.*

The documented process then ensures that the policy was followed when proposing a course or lab fee and approvals at each level verify its necessity and appropriateness as well as conformity to the criteria ensuring it meets the set guidelines.

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.

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 38,000 employees and contributes a \$16 Billion 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] As a result of these growing workforce needs, the University has developed various degree offerings and programs that directly compliment the educational needs of WPAFB. This includes Aerospace Engineering Minor and Military Contracting and Procurement Certificate in the College of Business.

A primary focus of Wright State University is to ensure WPAFB has the necessary workforce to support, attract, and retains 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 an initiative in which Wright State University aims to assist WPAFB in obtaining quality employees at an expedited 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.



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.

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.

Elevating Student Readiness

Recently, the Wall Street Journal ranked Wright State University as the 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 and the resulting learning loss 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, requiring increased rates of remediation for entering students. 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.

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 FY24 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.