

**Assurance Argument**  
**Wright State University - OH**

**Review date: 6/29/2020**

# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### **1A1 - The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board**

A new university-wide [Strategic Planning Process](#) effort was undertaken in 2018 that included updated vision, mission and values statements. An inclusive, dialogic process was used, involving input from over a thousand people: faculty, staff, students, the Board of Trustees, and community leaders. The [Strategic Planning Events](#) included seven community dialogue sessions in February and March 2018, an Open House in April 2018, and six Mini-Summit sessions from May-August 2018. The sessions were led by three planning co-chairs and a Strategic Planning Steering Committee with broad representation from across the campus and the community.

The [Draft Strategic Plan](#) is awaiting input from the Faculty Senate and approval from the Board of Trustees. Progress on the [Strategic Plan Timeline](#) was interrupted by a faculty strike in Spring 2019 and change in leadership during Fall 2019. A number of [Strategic Plan Documents and Resources](#) highlight initiatives created during the planning process. The [Strategic Plan Summary](#) lists those initiatives that are moving forward, such as redesigning the transfer student experience, realigning summer resource allocation, organizing research to confront grand challenges, responding to workforce needs, and strengthening university and military partnerships. Until the new plan is formally adopted Wright State continues to utilize the existing mission statement.

The current Mission and Vision Statements and the Strategic Plan were completed in 2013. The Strategic Planning Committee consisted of the deans, vice presidents, president of the Faculty Senate, Wright State chapter of the AAUP, representatives of the Unclassified and Classified Staff Advisory Councils and Student Government. Committee members consulted with their respective constituencies and community leaders to develop university-wide objectives, unit plans, and strategic goals. This approach afforded the entire university community an opportunity to participate in the strategic planning process.

The [Mission](#) of Wright State University is clear, articulated publicly, and guides the institution's operations. As an institution that was created by and for the people of the Miami Valley, Wright State is an academic institution and a contributor to the economic, social, and cultural needs of the Dayton region and the State of Ohio.

The mission is anchored in four tenets providing meaning, specificity, and direction to the daily operations of the institution:

*We will:*

- *build a solid foundation for student success at all levels through high-quality, innovative programs;*
- *conduct scholarly research and creative endeavors that impact quality of life;*
- *engage in meaningful community service;*
- *drive the economic revitalization of the region and the state and empower all of the students, faculty, staff, and alumni to develop professionally, intellectually, and personally.*

The mission statement aligns with and completes the University's Vision Statement:

*Wright State, inspired by the creative spirit of the Wright brothers, will be Ohio's most learning-centered and innovative university, known and admired for the inclusive culture that respects the unique value of each of our students, faculty, staff, and alumni and for the positive transformative impact we have on the lives of our students and the communities we serve.*

Wright State ensures new faculty, staff, and students understand the goals and aspirations of the institution by including a presentation on the mission and vision during New Faculty Orientation, New Student Orientation, and New Employee Orientation.

## **1A2 - The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.**

Wright State carries out its mission to transform the lives of its students and communities by providing "high-quality, innovative programs, scholarly research and creative endeavors, and meaningful community service." Wright State offers a variety of programs and services to support the highly diverse student population.

As part of meeting the University's mission, Wright State's goal is to be recognized for the students that it includes rather than excludes. The Minority Student Enrollment for Fall 2019 was 21% of the total student head count of 13,328 students: 10% African American; 4% two or more races; 3.5% Asian American; 3.4% Hispanic American; .2% American Indian or Alaska Native; and .1% Native Hawaiian or Pacific Islander.

In addition to over 200 degree and certificate programs, the University offers [Pre-Health](#), [Pre-College](#), Dual Enrollment ([College Credit Plus](#)), [Foundational Studies](#), and [Honors Programs](#) to meet the academic needs of a diverse student body. The University offers traditional as well as interdisciplinary programs through various modes of delivery, including online, and provides a rich co-curriculum that complements the academic programs to provide students a full and transformative university experience. Consistent with the commitment to "meet the students where they are," Wright State offers a number of academic support services for students entering the university. These

include summer bridge programs in Writing and Mathematics, a [First Year Experience](#) program to help students successfully transition to college, tutoring, and supplemental instruction. The Student Success Center is the home to University College student academic advising, the Academic Success Centers, the Athlete Support Center, and active learning classrooms. In addition, student academic support for the various majors is available in discipline specific centers and programs located in the Colleges.

Consistent with the University's mission, the University's high quality and creative academic programs are helping the University to *transform the lives of students and the communities we serve*. Evidence of the above, particularly relating to student success, will be presented in Criteria 3 and 4.

Wright State University provides [Student Support Services](#) consistent with the tenets of its mission statement to "*build a solid foundation for student success at all levels.*" This solid foundation includes:

- A One-Stop Student Enrollment Services Center, [RaiderConnect](#), that combines admissions, registration, and financial aid services.
- A division of [Student Success](#) that supports students, faculty, and staff through programs and services in [Academic Advising](#), [Academic Success Centers](#), [Student Success Coaches](#), [Career Services](#), and [Foundational Studies](#).
- Student Success Centers in the Colleges of Business, Engineering and Computer Science, Education and Human Services, Nursing, Science and Mathematics, Liberal Arts, Boonshoft School of Medicine and at the Lake Campus.
- Proactive undergraduate student advising through the Student Success Center and the major departments for undecided students.
- A nationally recognized [Office of Disability Services](#).
- A [Veteran and Military Center](#) that provides a supportive environment for veteran and military connected students as they transition from the military to college.
- [Culture and Identity Centers](#), including the Bolinga Black Cultural Resources Center; Latinx, Asian, and Native American Affairs; Lesbian, Gay, Bisexual, Transgender, Questioning and Allies (LGBTQA) Affairs; and Women's Center.
- [University Center for International Education \(UCIE\)](#) provides support for international students.
- [Counseling and Wellness Services](#) provide a wide range of mental health and health promotion services to the Wright State University student population.
- [Student Health Services](#), which is now operated by the Boonshoft School of Medicine, provide healthcare, prevention, education, outreach and public health services.
- [Student Legal Services](#) provide students with legal advice and representation on a wide variety of legal issues.
- The [Career Center](#) empowers students to transform their education and ambitions into meaningful careers over the course of their lifetime.
- A completely accessible campus that exceeds the American Disability Act guidelines and that includes an underground [Tunnel System](#) that connects all academic buildings on campus.
- A [Graduate School](#) that combines admissions, graduate assistantship and scholarship processing, and graduate student success support.

This variety of support services helps the University to carry out its mission to promote and enable student success.

## **Remote Support During the COVID-19 Pandemic**

On March 10, 2020, Wright State [President Sue Edwards](#) suspended classes for three days while she and Interim Provost Doug Leaman consulted with the [Ohio Department of Higher Education](#) and other presidents and provosts peer institutions in the [Inter-University Council of Ohio](#). Beginning the following week, all classes resumed remotely and continued to be delivered remotely through the rest of Spring and Summer 2020 semesters. Eventually, only essential campus personnel were permitted to report to campus and all other Wright State employees continued to provide teaching, research, service, and student support remotely. Continual updates to campus operations were reported on a dedicated including an archive of all University COVID-19 messages and several FAQ lists.

All units on campus adapted to provide support services to faculty and students to assure continual quality teaching and learning during this time. Below are just a few examples:

- The [Center for Teaching and Learning](#) immediately provided faculty with guidance and resources to teach all courses remotely.
- [RaiderConnect](#), a service that combines Admissions, Financial Aid, and Registration went completely remote with phone and email access to advisors. Students wanting to withdraw from courses received refunds. Residence students were refunded housing and meal plan costs.
- [Counseling and Wellness](#) provided tele-health support as well as online resources to assist all persons coping with the mental and emotional strain of the virus.
- [Academic Success Centers](#) and academic advising were available remotely, and tips for succeeding in online courses were posted on the website.
- Undergraduate and graduate students were provided the opportunity to convert grades to a [Pass/Unsatisfactory](#) option after faculty submitted the letter grades.

**1A3 - The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)**

Wright State needed to operate on reduced budgets each of the four budget cycles from 2016 to the present to correct for a reduction in its reserves, decreases in enrollment, expenses related to legal arbitration, and most recently expenses accrued due to COVID-19. A more detailed discussion of Wright State's budget will be given in Criterion 2A, 5A, and 5C.

## Sources

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- 2018 Strategic Planning \_Events\_ Wright State University
- 2018 Strategic Plan \_Process\_ Wright State University webpage
- 2018 Strategic Plan \_Documents and Resources\_ Wright State University
- 2018 Strategic Plan \_Summary\_ Wright State University
- 2018 Strategic Plan \_Timeline\_ Wright State University
- Academic Advising \_ Wright State University
- Academic Success Centers - Remote Delivery of Services
- Academic Success Centers \_ Wright State University
- Accolades
- Accreditation \_ Academic Affairs \_ Wright State University

- Career Services \_ Wright State University
- CCP Benefits and Risks.pdf
- Center for Teaching and Learning \_ Resources for Remote Teaching
- Counseling and Wellness \_ Remote
- Counseling and Wellness \_ Wright State University
- COVID 19 Disease President Message March 10 2020
- Culture and Identity Centers \_ Wright State University
- Designations
- Draft\_Strategic\_Plan\_Wright\_State\_University\_10-19-2018
- First\_Year Seminars \_ Foundation Studies \_ Wright State University
- Foundational\_Studies \_ Wright State University
- Graduate School \_ Wright State University
- International Education \_ University Center for International Education \_ Wright State University
- Inter-University Council of Ohio
- Mission\_Vision\_and Values \_ Wright State University
- New Employee Orientation \_ Human Resources \_ Wright State University
- New Faculty Orientation Virtual Packet \_ Center for Teaching and Learning \_ Wright State University
- New\_Student\_Orientation\_Wright\_State\_University
- ODHE 6 Principles of General Education 12\_2019
- ODHE COVID 19 Information
- Office of Disability Services (ODS) \_ Wright State University
- Pass Unsatisfactory Option
- Pre\_College Programs \_ Wright State University
- Pre\_Health Program \_ College of Science and Mathematics \_ Wright State University
- RaiderConnect \_ Remote Services
- RaiderConnect \_ Wright State University
- Student\_Support\_Wright State University
- Student Health Services \_ Wright State University
- Student Legal Services \_ Wright State University
- Student Success \_ Wright State University
- Student Success Coaches \_ Academic Support \_ Wright State University
- Support for Temporary Remote Teaching \_ Center for Teaching and Learning March 11 2020
- Tunnels \_ Student Handbook \_ Wright State University
- University Honors Program \_ Wright State University
- Veteran and Military Center \_ Wright State University
- Wright State Fact Sheet Fall 2019

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### **1B1 - The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

Wright State University's mission and aspirations are articulated in a number of documents accessible to the public, including statements defining the mission, vision, and values. These appear on the University's websites, in the undergraduate and graduate catalog, and in many marketing publications. The University's foundational documents include:

- [Statement of Purpose](#)
- [Mission, Vision, and Values](#)
- [Diversity Statement](#)
- [Ethics Statement](#)
- [Faculty Constitution](#)
- [Student Handbook](#)
- [Staff Handbook](#)

#### **1B2 - The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application or research, creative works, clinical service, public service, economic development, and religious or cultural purpose.**

All of the University's mission documents are current and in effect until a new strategic plan is finalized. The current strategic plan, [Empower: Wright State Strategic Plan, 2013-2018](#), identifies the following five goals for Wright State.

#### ***Academic Quality and Program Distinctiveness***

Enhance our distinctive learning experiences to produce talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly

changing world.

### ***Student Access and Educational Attainment***

Enhance student access and success of a diverse student body through quality and innovative instruction and student life programs that lead to graduation and career placement.

### ***Research and Innovation***

Attain regional and national prominence and leadership in creative, use-inspired research, scholarship, and entrepreneurship.

### ***Community and Economic Development***

Promote educational, social, cultural, economic, and sustainable development with local, state, national, and global partners through leadership or supportive collaboration. Create a campus culture that values and supports community engagement and economic development.

### ***Essential Resources***

Develop and maintain the human, fiscal, and physical resources required to accomplish Wright State's strategic goals.

Each of these goals has an associated set of objectives to support the attainment of the goal. These strategic goals are consistent with the preamble of the Wright State University Faculty Constitution, last revised by the General Faculty on December 22, 2017.

The University Faculty support the Wright State University mission to transform the lives of our students and the communities we serve by providing innovative, high quality programs, by conducting scholarly research, and by engaging in significant community service.

## **1B3 - The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

Wright State's mission and vision statements, strategic plan, and enrollment profiles identify the scope of the University's higher education programs.

The Strategic Plan emphasizes:

Producing "talented graduates with the knowledge, skills, and dispositions essential for lifelong learning and the ability to lead and adapt in a rapidly changing world" and supports a continuous improvement process by assessing "student learning and program level outcomes; gathering and analyzing data; and using results to improve learning."

A commitment to offering degree and other educational programs to a diverse student body including direct-from-high-school, graduate, international, and nontraditional students; enhancing student access and success through quality and innovative instruction and student life programs that lead to graduation and career placement.

A commitment to attain regional and national prominence and leadership in creative, use-inspired



research, scholarship, and entrepreneurship consistent with regional, national, and global needs.

A commitment to provide leadership to promote and support social, cultural and economic development within the region through collaborations with local, state, national and global partners, and enhanced community engagement in general.

A commitment to develop and sustain the human, financial, and physical resources required to accomplish the university's strategic goals--acknowledges all components of the University as necessary to achieve the first four of these five stated goals.

The aspirations and goals outlined in the Strategic Plan re-enforce and support the goals for student success, scholarly research, and community service.

## Sources

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- Diversity Statement \_ policy.wright.edu.pdf
- Ethics Policy \_ policy.wright.edu.pdf
- Faculty Constitution \_ policy.wright.edu \_ Wright State University
- Mission\_Vision\_ and Values \_ Wright State University
- Statement of Purpose \_ policy.wright.edu \_ Wright State University
- Strategic Plan 2013 Empowering People

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### 1C1 - The institution addresses its role in a multicultural society.

Consistent with its mission, Wright State addresses its role in a multicultural society via its guiding values and Diversity Statement, its strategic goals, academic programs and core curriculum, enrollment profile, faculty and staff profile, student support services, hiring policies and practices, institutional administrative infrastructure, and the University's commitment to working with constituent partners around the globe.

The Wright State general education program, the [Wright State Core](#), emphasizes the development of multicultural competency through its learning outcomes that indicate that a Wright State graduate will be able to demonstrate global and multicultural competence, demonstrate understanding of contemporary social and ethical issues, and participate in democratic society as informed and engaged citizens. To achieve these outcomes, all undergraduates are required to complete two courses that are designated as meeting the faculty's criteria for multicultural competency. Students must also complete a course in Global Traditions – Interdisciplinary Global Studies.

A number of [academic programs](#) specifically address multicultural society such as the BA in African and African American Studies and the BA in Women, Gender, and Sexuality Studies. Students can also choose among many minors and certificates that provide both language and cultural studies.

[Wright State's Faculty and Staff Demographics](#) in 2018-2019 did mirror the student demographics by gender (students were 54% female and staff and faculty were 56% female), and white ethnicity (students were 79% white and staff and faculty were 77% white). The main demographic difference was that staff and faculty had a higher percentage of foreign, non-residents (7%) compared to international students (4.7%), and there was a higher percentage of African American students (10%) than African American staff and faculty (7%).

As part of the University's efforts to diversify its human resources, Wright State has sought to increase the diversity of its faculty through intentional hiring practices and enforcement of its [Non-Discrimination Policy](#). Human Resources provides diversity training to each member of a search committee and encourages each search committee to consider under-represented populations in every hiring decision. The Office of Equity and Inclusion partners with Human Resources in determining that this charge has been met. In 2012, Wright State adopted a [Faculty Opportunity Hire Program](#) that permits an academic department to make an additional offer to candidates that will increase the

diversity of the department faculty. This program has resulted in the addition of several outstanding faculty members. The University's policies governing [Dual-Career Hiring](#), opportunity hiring, as well as its participation in a regional [Higher Education Recruiting Consortium](#) have resulted in an increase of women faculty from 42% in 2007 to 52 % in 2019, and an increase in minority faculty from 19% in 2007 to 23% in 2019.

### **Institutional Infrastructure in Support of Diversity**

Wright State has a number of [Diversity and Inclusion](#) administrative offices specifically charged with supporting the University's commitment to providing a diverse and multicultural experience. These offices include the position of Chief Diversity Officer which provides oversight for the Bolinga Black Cultural Resources Center; the Latinx, Asian and Native American Center; Women's Center; Office of Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Ally Affairs; the Office of Equity and Inclusion; and the Office of Disability Services. In addition, the Veteran and Military Center and the University Center for International Education provide academic and social services to a broad range of undergraduate and graduate students.

During a special session of the Faculty Senate on June 8, 2020, President Edwards shared the recent report of a [Diversity Consultant](#) hired to review Wright State's diversity policies and practices. She announced the formation of a President's Council on Inclusive Excellence that will review the recommendations of that report.

### **1C2 - Wright State's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

The Wright State offices mentioned in 1C1 provide academic, personal, social, and cultural support to students to promote a welcoming and connected campus environment. Members of the Wright State community appreciate and embrace multiculturalism and support many educational and cross-cultural events annually.

The [University Center for International Education \(UCIE\)](#) provides extensive programming with the goals of integrating international students into the cultural life of the campus community and exposing Wright State domestic students to global perspectives, attitudes and practices. [UCIE Annual Programming](#) includes lectures, performances, and international galas such as the annual International Friendship Affair that features all of Wright State's international students.

Wright State is particularly proud to be continuously recognized as a top school for students with disabilities. The [Office of Disability Services \(ODS\)](#) offers comprehensive services, programs, and activities that allow students with physical and non-physical disabilities to participate in all facets of university life.

In 2014, Wright State committed to increase academic and social support for veterans, active duty service members, and their families by establishing the [Veteran and Military Center](#). The Center includes advising to support the academic progress of students, and provides a place for study and connecting with other veterans and military personnel. In addition, Wright State has committed to supporting Graduate Scholarships in partnership with the nearby Wright Patterson Air Force Base (WPAFB). The Wright State WPAFB [Graduate Scholarship](#) provides up to \$6000 of tuition support per year for qualified WPAFB employees spouse and dependent children pursuing masters or doctoral degrees at Wright State.

The [Office of Student Activities](#) oversees over 250 [Student Associations](#) that reflect the diverse interests of the student body. In 2018-19 these organizations sponsored multiple events supporting the wide variety of interests and identities of Wright State students.

## Sources

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- Annual Center Events \_ UCIE \_ Wright State University
- Diversity Consultant Report 2020
- Dual Career \_ Policy \_ Wright State University
- Faculty Opportunity Hire Program \_ Wright State University
- Higher\_Education\_Recruitment\_Consortium
- International Education \_ University Center for International Education \_ Wright State University
- List of Student Organizations \_ Student Involvement and Leadership \_ Wright State University.pdf
- Multicultural\_Programs
- Non-Discrimination\_Policy\_Wright State University
- Office of Disability Services (ODS) \_ Wright State University
- Office of Equity and Inclusion \_ Wright State University
- Office\_of\_Student\_Activities \_ Wright State University
- Scholarships and Fellowships \_ Graduate School \_ Wright State University
- Veteran and Military Center \_ Wright State University
- Wright State University Faculty and Staff Demographics
- Wright\_State\_Core

## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### **1D1 - Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.**

As a public institution created in 1964 by the community to serve the educational needs of the Dayton region, Wright State is committed to serving the educational, cultural, and economic needs of the region and the State of Ohio. Goal 5 of the University's strategic plan, which focuses on community engagement and economic development, makes it clear that more than five decades after its community supported its beginnings, the University remains firmly committed to serving the public good.

As a state-assisted institution, Wright State proudly fulfills its obligation to the public through actions such as:

- The education and graduation of more than 100,000 students, with over 200 degree programs at the associate, baccalaureate, master's, and doctoral level meant to serve the public's needs.
- The Boonshoft School of Medicine partnerships with local regional health systems, public health departments, Community Health Centers, the Dayton Public Schools, and public agencies for mental health and aging.
- The College of Education and Human Services partnerships with K-12 school districts and community organizations.
- The [Applied Policy Research Institute](#) (APRI), which supports public and nonprofit research in urban, suburban, and rural issues and operations.
- Sponsorship of the Dayton Regional STEM High School in Dayton and the Global Impact STEM Academy High School in Springfield.
- Service expectations of faculty, and service learning and community engagement expectations and opportunities for Wright State students.
- Award-winning fine and performing arts programs attracting some of the largest audiences in the state.
- The development of the [Center for Surveillance Research](#), an NSF Industry/University Cooperative Research Center, led by Wright State University.

Affirming its commitment to public service, Wright State was named to the [White House Higher Education Community Service Honor Roll](#) each year from 2010 until the end of the award in 2016

for its support of volunteering, service-learning, and civic engagement. In 2015 the University was the recipient of the [Carnegie Foundation Classification for Community Engagement](#) demonstrating “a *commitment to serving others that is embedded in the very heart and soul of this institution.*”

[We Serve U](#) is a staff sponsored volunteer committee that supports annual Volunteer Fairs and twice-annual Volunteer Days where Wright State employees take part of their work day to volunteer at local community agencies.

The University’s contribution to the community has a significant annual economic impact on the region, well-documented in the [Economic Development Reports of the Southwestern Ohio Council of Higher Education](#) that shows for the year 2015-16 alone, [Wright State had an economic impact](#) of more than \$1 billion on the Dayton region.

The collaboration between Wright State's Lake Campus, the Mercer and Auglaize County Economic Development officials, and local businesses creates many opportunities for future economic impact in this region. Wright State continues to engage the West Central Ohio community and to meet the educational needs of the region as is evident by the new Engineering, Nursing and Business degrees being offered at the Lake Campus.

**1D2 - The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

The primacy of the educational enterprise is demonstrated by the first component of the Wright State mission: Wright State will build a solid foundation for student success at all levels through high-quality, innovative programs. Similarly, the first two goals of the strategic plan focus on academic quality, programmatic innovation, student access, and success.

As a public, state-assisted institution governed by a Board of Trustees appointed by the Governor of the State of Ohio, Wright State’s educational responsibilities are its primary focus. The [Bylaws of the Board of Trustees](#) make clear this primary purpose and it is echoed in the University’s mission documents and its overall commitment to the public good as described above in 1D1. The budget is presented to the university community and the public via an annual budget workshop in [FY17](#), [FY18](#), [FY19](#), [FY19 addendum](#), and [FY20](#).

**1D3 - The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

As indicated in 1D1 Wright State engages with and contributes to its external constituencies as part of its mission and strategic planning process. In addition to inviting community members to serve on advisory boards throughout the university, the university engaged the community in its strategic planning process and through countless internships offered by local businesses.

Examples of Wright State students, staff, and faculty contributing to the WSU internal and external communities during COVID-19 were numerous:

- Wright State disbursed [CARES Act](#) funds totaling approximately \$4.8 million to more than 5,700 eligible students.
- Additional fundraising for students included a [Campus Recreation](#) Driveway 5K, raising \$3,700, and the [Student Emergency Relief Campaign](#), which raised \$62,000.

- Two [food distributions](#) occurred on campus (one in partnership with [Dayton Foodbank](#)) to help those with food insecurity serving 2,000 families in the Wright State and local communities. [The Raider Food Pantry](#) also provided \$20 food gift cards to those in need.
- The [Wright State Psychiatry Department](#) expanded its telepsychiatry services to additional clients.
- Wright State faculty created a [Shelter in Place](#) online lecture series open to the public, all on topics related to COVID-19.

## Sources

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- 2017 Economic Impact Press Release \_ SOCHE
- Applied Policy Research Institute (APRI) \_ Wright State University
- Campus Recreation raises funds for students
- CARES Act funds to eligible students
- Carnegie Classification \_ Swearer Center \_ Brown University
- Center for Surveillance Research \_ Wright State University
- Current Funds Budget FY 18
- Current Funds Budget FY 19
- Current Funds Budget FY 19 addendum
- Current Funds Budget FY17
- Food distribution to students and employees
- FY 20 August 15 Board Budget Presentation-Aug\_15\_2019
- Raider Food Pantry
- Shelter in Place lecture series
- Sunshine Laws - Ohio Attorney General Dave Yost
- The Foodbank Campus Food Drive
- TRUSTEES-Bylaws-Final-Adopted\_4\_27\_18
- We Serve U \_ Wright State University
- White House for community service \_ Wright State University
- Wright State Psychiatry Department responds to pandemic
- Wright State University Economic Impact
- WSU Student Emergency Relief Campaign

## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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Wright State's mission is broadly understood--it defines our purpose and supports our commitment to educational excellence, scholarly research, and community engagement. With the continued support of the Board of Trustees and the engagement of the University community, our mission provides clarity of focus and highlights our priority to transform the lives of our students and the communities we serve. Wright State's mission is publicly articulated and shared with new students, faculty, and staff through orientation and continuing professional development. At Wright State, we embrace the diversity of our university community, that of the greater Miami Valley, the nation, and the world. Our academic and co-curricular programming provides students with an awareness and appreciation of the breadth of societies and cultures. Wright State's mission acknowledges our commitment to the public good.

### Sources

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*There are no sources.*



## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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All staff and faculty at Wright State University must follow the University's [Ethics Policy](#), which includes specific behaviors that may present a conflict of interest in meeting the mission of the university in a fair and unbiased way. The [Board of Trustees Bylaws](#) address conflicts of interest the [Conflict of Interest Statement](#) is read and agreed to at the beginning of each meeting. Throughout this section, additional conflict of interest and ethics policies are described as they pertain to specific groups on campus.

Wright State's operating policies and procedures are documented in the University Faculty Constitution; the collective bargaining agreements with the American Association of University Professors, the [Fraternal Order of Police \(FOP\) Communication Center Operators and Police Officers and Sergeants](#), and the [Teamsters](#); the faculty, staff, and student handbooks; University policies; and the Board of Trustees Bylaws and Policies. These documents provide the framework that ensures Wright State operates in the highest levels of integrity both internally and with our external constituents.

Wright State's commitment to maintaining high ethical standards was demonstrated through the actions of the administration and Board of Trustees responding to an investigation concerning potential improper sponsoring of H-1B visas. In Spring 2015, President Hopkins and the Board of Trustees were notified of an investigation by the Department of Homeland Security that involved the Provost, Special Assistant to the Provost, the University General Counsel, and a lecturer who served as the Director of Business Process Reengineering for the Wright State Research Institute. In May 2015, these four individuals were placed on paid leave while the investigation continued.

To assist the investigation and to ensure adherence to best practices at Wright State, the University employed the auditing firm of [Plante Moran](#) to perform a forensic audit of the units involved in the allegations and the consulting firm Protiviti to review and make recommendations on university policies, practices, and infrastructure for ensuring compliance with federal and state regulations. As a result of these reviews, on August 17, 2015 [President Hopkins announced](#) that Provost Narayanan was being removed from his position, the Special Assistant to the Provost was being terminated, the General Counsel had submitted her resignation, and the lecturer was relieved of administrative

duties. The former Provost and lecturer remained on paid leave while the federal investigation continued. A new [Compliance Implementation Plan](#) was approved by the Board of Trustees in April 2016.

Due to the legal concerns Wright State was experiencing in 2015-2016, [HLC required an Interim Integrity report](#). Wright State submitted the [Interim Compliance Report](#) on June 30, 2017 outlining its Compliance Implementation Plan steps: the hiring of a Compliance Director, collaboration between the Office of General Counsel and the Ohio Attorney General's Office, and the implementation of the [Contract Approval and Signatory Policy](#). Wright State received notification from the [HLC on August 24, 2017 that the report was approved](#).

On November 16, 2018, Wright State University entered into a [Non-Prosecution Agreement](#) (NPA) with the U.S. Department of Justice to resolve the federal investigation concerning the H-1B visa employment issues in which it agreed to the following: (a) the university will continue to operate the [Office of University Compliance](#) and guarantee that the Director of Compliance has the authority to communicate any visa-related compliance issues directly to the University President, Board of Trustees, or General Counsel; (b) the Director of Compliance will provide an Annual Compliance Report to the University President and Board of Trustees; (c) the university will continue to comply with its [Visa Application Procedures](#) and continue to retain and consult with outside counsel regarding H-1B visa applications; (d) the university will provide formal H-1B visa-related training to university employees involved with applying for H-1B visa applications and all employees who supervise university H-1B visa employees; (e) the university will terminate and/or discipline individuals responsible for failing to comply with the university's H-1B visa application procedures; and (f) the university will have outside counsel conduct an annual audit of university sponsored H-1B visa applications for two years. The terms of the NPA will be in effect for 2 years from the date the NPA was executed or the date upon which the full monetary payment is made, whichever is later.

## **Financial Integrity**

University and Board of Trustees Policies govern all aspects of University business practices. These policies delineate clear procedures for Wright State's business transactions, including ethical standards, data security protocols, and purchasing regulations. Wright State's [Internal Audit](#) and [External Audit](#) processes offer another channel for communication and financial accountability. Internal audits are performed by University Audit and Consulting Services, and the external audit is conducted by BKD LLP. Wright State's Chief Auditor provides an Annual Audit Report summarizing audit findings for the Board of Trustees' Governance and Compliance Committee and Finance, Audit, and Infrastructure Committee, as applicable, informing the committees of issues that impact Wright State's financial integrity and governance. The Audit Reports for [2016](#), [2017](#), [2018](#), and [2019](#) are included in the Evidence Files.

In June 2017, Wright State's Board of Trustees adopted a [Financial Governance Policy](#) to provide a framework through which the Board exercises its fiduciary duty and governance oversight regarding the overall financial health of the university. Wright State reports its financial position annually, consistent with industry standards of the Government Accounting Standards Board, and the resulting financial statements are audited each year by external accounting firms which have consistently found the university's financial statements to be presented fairly in all material respects.

Per [Senate Bill 6](#) of the 122<sup>nd</sup> Ohio General Assembly, enacted into law in 1997, Wright State is

accountable to the State of Ohio for its finances and must submit quarterly reports to the Ohio Department of Higher Education within 30 days of the end of each fiscal quarter to demonstrate fiscal strength. The four financial indicators for the Senate Bill 6 report are Primary Reserve, Viability, Net Income, and Composite. The scores for each indicator are on a 0-5 scale, with 5 being the highest score. Any school having a Composite score below 1.75 two consecutive years is placed on "fiscal watch." Wright State's Senate Bill 6 Composite Score in [FY 2015](#) was 2.4, [FY 2016](#) was 2.10, in [FY 2017](#) was .80, in [FY 2018](#) was 2.20, in [FY 2019](#) was 3.20, and is projected to be 2.8 in FY 2020. Wright State's fell below 1.75 in FY 2017, but avoided fiscal watch primarily through budget remediation exercises that included reduction in workforce and austerity measures described in more detail in Criteria 5.

Wright State President Schrader received [correspondence from the Higher Learning Commission \(HLC\)](#) on August 8, 2018, indicating concerns about Wright State's low Financial Composite Index Scores as determined by financial ratios defined by the U.S. Department of Education. Wright State was "in the zone" due to scores between 0 and 1 for two consecutive years: FY 2017 (.6) and FY 2018 (.6) and was required to provide a follow-up report to HLC. The [financial monitoring was removed](#) in a correspondence from HLC on June 24, 2019. The report highlighted Wright State's enforcement of its Financial Governance Policy which requires performance measures, key indicators, investment strategies, and capital fund requests. The policy requires an annual report to the Board of Trustees that depicts the financial performance of the university.

Financial integrity in the University Foundation is ensured through oversight by the Wright State Board of Trustees, through its [Affiliated Entities](#) Policy, and the Wright State University Foundation Board of Trustees.

### **Academic Integrity**

The [Faculty Constitution](#), last revised 12/22/2017, gives faculty have the primary authority and responsibility for academic curriculum and policies.

Many of these rights and responsibilities have been included in the [Collective Bargaining Agreement \(CBA\)](#) with the [American Association of University Professors](#). The Faculty Constitution and CBA specify criteria for promotion and tenure, grading, academic freedom, research practices, and more.

The [Office of the Vice Provost for Research and Innovation](#) and the [Office of Research and Sponsored Programs \(RSP\)](#) work with faculty, staff, and student researchers to ensure compliance with policies and regulations that impact externally sponsored projects. In 2015 the university created an [Office of Research Compliance](#), overseen by the Director of Research Compliance, reporting to the Vice Provost for Research and Innovation and aligned with the Office of University Compliance and Office of the Vice President for Legal Affairs and General Counsel. This office complements and works with the RSP regulatory committees and has primary responsibility for HIPAA Compliance, Export Control, and Financial Conflict of Interest. RSP staff checks for proper review and approval of all research involving animal use, human subject participants, hazardous wastes, radioactive materials, and recombinant DNA. Training for all areas of research compliance is available through RSP's subscription to Collaborative Institutional Training Initiative (CITI).

University Policy 6110 addresses [Research Conflict of Interest and Financial Disclosure](#) and University Policy 6120 outlines the [Administrative Procedures for Allegations of Research Misconduct](#). University policies include academic integrity policies and consequences for noncompliance. WSU has adopted an [US Export and Trade Controls Policy](#) (6150) to assure

compliance with U.S. export control/trade laws and regulations that protect U.S. national security or U.S. foreign policy interests, and to inform university employees and students of the need to adhere to these laws.

The [Wright State Student Handbook](#), last revised September 12, 2018, is available online and provides students with policies and procedures governing all aspects of their participation in at the University. University Policy 3710, [Academic Integrity Standards and Process for Misconduct](#), and University Policy 3720, Code of Student Conduct, set forth Wright State's standards for academic integrity and enforcement procedures for such standards. The [Student Code of Conduct](#) also covers students' civic responsibilities, including tolerance for different cultures, genders, religions, races, other points of view, and dispute resolution. Students are introduced to the Handbook and Code of Conduct at their orientation and in first year seminars.

The International Student Orientation, hosted by the University Center for International Education, (UCIE) has been enhanced to include extensive information on Academic Integrity. In collaboration with the Office of Community Standards and Student Conduct, UCIE coordinated with academic departments to offer academic integrity training for new international students and worked with the Department of Modern Languages to translate materials for international students into various languages. UCIE international student advisors have open hours to support international students with challenges and direct them to resources on campus to help with their academic success.

### **Personnel Integrity**

Policies and procedures governing faculty, including those governing hiring, are detailed in the Faculty Handbook, in the Wright State Ethics Statement, and in the CBAs. However, expectations of all Wright State personnel are explicitly provided in University Policies. In January 2014, Wright State established the Office of the Ombudsperson to improve outreach and responsiveness to employee or student concerns. The Ombudsperson acts as a faculty, staff, and student advocate. There is a [Petitions, Comments, and Complaint Procedure for Students](#), a [Dispute Resolution Process](#) for non-bargaining unit staff and faculty, and grievance policies in the CBA.

The [Ethics Policy](#) for the university states, "It is the policy of Wright State University to carry out its mission in accordance with the strictest ethical guidelines and to ensure that Wright State University officials and employees conduct themselves in a manner that fosters public confidence in the integrity of Wright State University, its processes, and its accomplishments." To help maintain the highest ethical standards, the University established an [Anonymous Reporting](#) system in 2016 for members of the Wright State community to confidentially report potential ethical misconduct or breaches of laws, rules, regulations or Wright State policies or ask questions about whether something is cause for concern. Additionally in 2016, the University established the Office of University Compliance and hired a Director of Compliance to oversee all compliance-related activities and to provide an [Annual Compliance Report](#).

### **Auxiliary Function Integrity**

University Policy 9110, [Accounting Policies for Auxiliary Enterprises](#), defines and specifies the obligations of Wright State's auxiliary functions and as any operation that "is managed essentially as, and intended to be, a self-supporting activity." Auxiliary operations outlined in University Policy 9110 include the Mini University child development center, food services, intercollegiate athletics, the E.J. Nutter Center, Student Union, vending operations, the Dayton and Lake Campus bookstores, and on-campus housing at the Dayton and Lake Campuses.

## **Athletics**

Wright State Athletics, a member of the [Horizon League](#), are governed by University and NCAA guidelines. The Athletic Department publishes and distributes the [Student Athlete Handbook](#) outlining rules and regulations for NCAA compliance, and the [Athletics Compliance Office](#) enforces NCAA regulations. Oversight for Athletics is provided not only by all athletics personnel, including coaches, the Athletics Director, and the University President to whom Athletics reports, but also by the Athletics Council, which, per the Faculty Constitution, “acts in an advisory capacity to the University President in all matters pertaining to intercollegiate athletics and carries out those functions assigned to the Council by the University President.” The Faculty Senate appoints “two voting members, one each year to a two- year term, at least one of whom will be a member of Faculty Senate,” and requires that, “The chair of the Athletics Council will report to the Faculty Senate once per semester on the actions of the Athletics Council.” All of the above provides oversight and checks and balances to ensure transparency and integrity in University Athletics.

In 2015, Lake Campus joined the [United States Collegiate Athletic Association](#). Intercollegiate athletics at Lake Campus is based on student interest and demand; currently students have the opportunity to participate in men’s and women's basketball and baseball.

## **Campus Housing**

Wright State currently offers campus housing at the [Dayton](#) and [Lake](#) Campuses. Campus housing [policies](#) provide comprehensive regulations to ensure safe, comfortable, and secure residential areas for all students who live on campus. The Office of Disability Services manages assistance services ranging from personal aides to counseling to classroom assistance. The [University Center for International Education](#) provides support to international students seeking on or off campus housing

## **Wright State Research Institute and Wright State Applied Research Corporation**

In 2009, the [Wright State Research Institute](#) (WSRI) was founded as an integral part of the University’s research enterprise, bringing additional flexibility and competitiveness in customer-focused research and development and providing new avenues for collaborative involvement of Wright State faculty. As a unit within Wright State and reporting to the Vice Provost for Research and Innovation, the activities of WSRI are subject to the university policies concerning integrity and ethics. Furthermore, WSRI adopted Standards of Ethics and Conduct in 2018 to establish standards of ethical professional and business conduct and create a positive and inclusive environment.

The [Wright State Applied Research Corporation](#) (WSARC) was established in 2011 to provide efficient and effective contracting, grant, and research administration services to WSRI, Wright State University, and the State of Ohio. As a separate 501(c)3 nonprofit organization affiliated with Wright State, WSARC has a separate governing board and a CEO, who also serves as the Executive Director of the WSRI and reports to the Vice Provost for Research and Innovation. WSARC operates in compliance with the Wright State University Policy on Affiliated Entities and the Memorandum of Agreement executed in 2017 between the university and WSARC. WSARC Standard Operating Procedures were updated in 2017 and defines specific procedures and practices necessary for effective performance and compliance of the entity’s daily functions. The CEO of WSARC was asked to present on WSRI and WSARC to the [Faculty Senate in 2019](#).



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## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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Wright State presents itself clearly and completely to students and to the public through its website and various communications to its constituents. General university information is available through the [University Fact Sheet](#) and the “[About Wright State](#)” tab on the University website. All websites are monitored for accuracy, clarity, and [Digital Accessibility](#) by the Office of Marketing and a team of web editors in each division and college.

Wright State clearly articulates its mission, vision, guiding principles and administrative control through its websites and other printed materials. The “About Wright State” link on the University’s homepage identifies the [Organizational Governance Structure](#) of the institution, beginning with the Board of Trustees. The Offices of Communications and Marketing work to ensure that all written/published communications clearly represent Wright State’s mission, vision, guiding principles, brand, and other established identities, and collaborate with the Offices of the President and Provost to ensure that all changes in leadership, [Board of Trustees Members](#) and meeting notes, and strategic plans are communicated to campus and public constituencies in a timely manner. The shared governance structure is defined in the [Faculty Constitution](#), which is revised every four years as part of the Faculty Senate’s quadrennial review process.

Wright State participates in the National Center on Education Statistics’ College Navigator website which includes outcomes measures for [Dayton](#) and [Lake](#) campus. Additional information on student demographics and success is available at the Institutional Research website, including results from the [National Survey of Student Engagement](#), [Student Satisfaction Inventory](#), and [Common Data Set](#). Retention data are available in the biannual Campus Completion reports.

Wright State maintains [Accreditation](#) through the Higher Learning Commission and 16 other professional accrediting bodies. Each accredited program is currently reaffirmed or is in the reaffirmation process. Accreditation information is discussed in more detail in Criterion 4A5.

### Programs and Requirements

All Wright State programs and requirements are listed in the university undergraduate and graduate catalogs, which are available online. The Graduate and Undergraduate Admissions policies are clearly articulated in University Policy and on the websites of specific programs. Wright State recently partnered with Digital Architecture to launch [Online Undergraduate and Graduate Catalogs](#), integrated with a newly implemented Online Curricular Approval Software to streamline curricular updates to both the catalogs. The new catalogs were introduced in December 2015. Along with program requirements, the catalogs provide an overview of each college and department and a listing of faculty. Students may [Appeal](#) decisions about the transferability of courses from other colleges and



universities, [Petition other curricular decisions](#) and [Petition Admissions into Graduate School](#).

## Faculty and Staff

Wright State maintains various websites and resources to keep students and the public informed about University faculty and staff. Faculty and staff contact information is easily accessed through online directories linked to the University's homepage; through directories accessible from each division/college/school/unit's webpage; via listings in the online undergraduate and graduate catalogs; and elsewhere. In addition, many faculty maintain their own webpages with contact information, and faculty provide access to information on their course syllabi through the Pilot [Learning Management System](#).

## Costs to Students

Cost of [Dayton Campus Tuition and Fees](#) can be accessed via RaiderConnect, a single point of service for all students. The Bursar, Financial Aid, and Registrar offices are responsible for maintaining accurate cost information for the RaiderConnect website. The RaiderConnect website allows students to learn more about payment options, financial aid options, and other enrollment related information. The costs for [Lake Campus Tuition and Fees](#) are posted at the Lake Campus website. Beginning Fall 2018, Wright State implemented a [Guaranteed Tuition Rate](#) for 12 consecutive semesters. This rate is revised every Fall for a new cohort and is approved by the Board of Trustees and the Ohio Department of Higher Education. The UCIE website provides specific information about tuition costs, fees, and living expenses for international students, as well as the application process for international students.

## Sources

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## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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Members of the Board of Trustees are appointed by the Governor of the State of Ohio. The Board consists of nine external members appointed for nine-year terms and two student members appointed for two-year terms. The activities of the Board of Trustees are governed by [Chapter 3345 of the Ohio Revised Code](#).

#### **2C1 - The governing board's deliberations reflect priorities to preserve and enhance the institution**

The [Wright State Board of Trustees Bylaws](#), revised on April 27, 2018, state that "the board shall do all things necessary for the creation, proper maintenance, and successful and continuous operation of the university. One of the responsibilities of Board members is to "devote sufficient time to learn how Wright State functions – its uniqueness, strengths, and needs." To this end, Board members are regularly informed and updated about operations, facilities, and initiatives through committee days and full board meetings, which occur twice each semester. The Board revised its subcommittee structure in 2016. Below is a brief description of the charges for each committee.

The Governance and Compliance Committee facilitates all matters of board governance, including periodic review of and recommendations for modifications to the bylaws, committee structure and charter oversight, board member orientation, training and self-assessment processes, gap analysis and recommendations related to Governor Appointments of new trustees, trustee/officer job descriptions, and oversight of university compliance policies and board risk management processes. The Governance and Compliance Committee also assists the Board of Trustees in fulfilling its oversight responsibility for the system of internal controls, the audit process not related to financial matters, and the University's process for monitoring compliance with laws and regulations and code of conduct.

The Finance, Audit, and Infrastructure Committee assists the Board of Trustees in fulfilling its oversight responsibility for the fiscal and infrastructure management of the University. The Committee works to ensure the University's financial stability and long-term economic health. The Finance, Audit, and Infrastructure Committee combines the areas of finance, audit, and infrastructure oversight to include building, grounds, and information technology. Primary responsibilities include

oversight of the university's Financial Governance Policy, Investment Policy, financial budgeting/reporting and associated systems; purchase and sale of university-owned property; and infrastructure oversight. The committee should meet at least annually with outside independent auditors. The committee also provides a reporting line for the Internal Auditor for all matters that are independent of University management.

The Academic Affairs and Enrollment Committee works with the Provost to improve teaching and learning and the quality of academic programs. In considering matters relating to educational policies and the educational mission of the University, the Academic Affairs and Enrollment Committee shall provide oversight for the academic and enrollment decisions outlined in the Board of Trustees Bylaws.

The Students Affairs and Athletics Committee assists the Board of Trustees in fulfilling its oversight responsibilities for student support services and the quality of the student experience. The Student Affairs and Athletics Committee oversees programs related to student life outside of the classroom and athletics at the university, including diversity and cultural affairs.

The chair may appoint such special committees as necessary. The Special Committee on Medicine and Health was formed in September 2017 and charged with gaining better understanding of academic healthcare educational opportunities, and to develop a business plan for growing them. This committee has worked closely with faculty and administration in the process to develop an integrated health related college at Wright State University.

The Board of Trustees holds final responsibility for University operations, and for the development of policies, programs, and organizational units in furtherance of Wright State's mission. Meetings of the Board are open to the public. The Board hears and considers input from administration, faculty, staff, and students at its regular meetings. [Minutes from the Board of Trustees](#) public meetings held in 2019-2020 are provided in this report. Those minutes include reports from the Committee Days, which are held the day prior to the full Board meetings.

## **2C2 - The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations**

The Board of Trustees reviews and considers the relevant interests as expressed in the University's Strategic Plan through the structure of the board and its committees. The University's mission commits the institution to both its internal and external constituents. Specific actions and financial commitments requiring board approval are presented to the board for deliberation.

Board members live locally and are active business leaders and participants in the region. In addition, the Board is invited to attend events such as the Arts Gala, visioning events, and student events to better understand internal and external constituencies and their interests. Finally, all board meetings are public, with attendance from both internal and external constituents welcomed, and, per the [Ohio Open Meeting Act](#), anyone may request to address the board at these meetings with a 72-hour prior notice. This act was [amended to allow state boards to meet remotely](#) between March 9 and not to extend beyond December 1, 2020 due to the health restrictions created by the coronavirus pandemic.

## **2C3 -The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or their external parties when such influence would not be in the best interest of the institution**

The Board adopted a “Conflict of Interest Statement” that is read at the start of every meeting agenda and has expanded [Article XIII of the Trustee Bylaws](#) outlining a mechanism to preserve the integrity and independence of the Board so that it remains free of potential influence. Every voting (nine-year term) trustee is required to file an annual [Financial Disclosure](#) with the State of Ohio to further identify potential conflicts of interest. The members of the Board are also required to adhere to the [Ohio Ethics Law for Board and Commission Members](#). Decisions are made publicly with information disseminated through announcements on the Wright State website. Attendance at Board meetings included representatives from the unclassified and classified staff advisory councils, Faculty Senate, and Student Government.

Wright State’s administration encourages candid and open discussion between the President, Provost, faculty, staff, and student leadership, and Board of Trustees. The Board of Trustees nurtures an environment of integrity across campus through its support of the Wright State [Anonymous Reporting Hotline](#).

## **2C4 - The governing board delegates day-to-day management of the institution to the administration and expects faculty to oversee academic matters**

The Wright State University Board of Trustees delegates day-to-day management of the institution to the President who, in turn, delegates authority to the Provost; President’s Council, which includes all of the Vice Presidents, General Counsel, and other executive officers; Provost Council, which includes all the Deans; Faculty Governance, including the Faculty Senate and Wright State-AAUP; Staff Councils for Classified and Unclassified staff, Student Government; and other executive and administrative officers and bodies of the university.

Consistent with Board Bylaws and stated in the Faculty Constitution, the faculty oversee academic matters through Faculty Governance, which includes the committees of the Faculty Senate and similar committees in the colleges and schools. The website offers up-to-date information on the Faculty Constitution, Faculty Handbook, current events, all Executive Committee and Faculty Senate meeting dates, and complete minutes of the Senate and Executive Committee meetings. Guidelines for Promotion and Tenure, for example, are detailed in the Collective Bargaining Agreement.

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## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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Wright State affirms its commitment to the pursuit of truth and freedom of expression in teaching and learning as they relate to students, faculty, and staff in a variety of policies and practices outlined in the Wright State Mission Statement, Diversity Statement, Faculty Constitution, Collective Bargaining Agreement(s), Student Handbook, and the University Policy. The Mission Statement articulates the institution's commitment to innovative and quality scholarly research, academic programs, creative endeavors, and community service for all. The [Diversity Statement](#), and the [Non-Discrimination Policy](#) commit the institution to "an intellectual, cultural, and social environment on campus in which all are free to make their contribution." Protection of [Academic Freedom and Professional Responsibilities](#) as well as other [Faculty Rights and Responsibilities](#) are part of the University Policies and the Collective Bargaining Agreement.

The [President's Office](#) encourages open dialogue between all members of the Wright State community. President Susan Edwards held heavily attended one-hour [President Chats](#) twice weekly in Spring and Summer 2020 semesters to address questions about the university's response to COVID-19. Prior to these, Dr. Edwards held face-to-face meetings with students, department chairs, colleges, and campus organizations to answer any questions about the university.

Previous presidents also provided open exchanges with the campus community. President Cheryl Schrader utilized her "[Let's Talk](#)" open forums during the 2017-2018 academic year for discussions on the Wright State Research Institute and Wright State Applied Research Corporation, bringing together health and human services programs in the development of a new college, the fiscal year 2018 budget projections, and student enrollment and retention. Interim President Curtis McCray communicated with campus through [Weekly Messages during his term from March until July 1, 2017](#).

The Division of Student Affairs posts Consumer Information for students; [Students' Rights to Know](#), publishes clear outcomes for students, and a process for students to "[Let Us Know What's on Your Mind](#)."

Expression of different views by all members of the Wright State community was evident during the Collective Bargaining Agreement (CBA) negotiations between the administration and Board of Trustees and the Wright State chapter of the American Association of University Professors that culminated in a three-week faculty strike in January 2019. [Faculty Senate Meeting Minutes from 2018-2019](#) document discussions between President Schrader, Provost Edwards, and Faculty Senate members about negotiations, and the minutes from the Board of [Trustee](#) special meetings in February 2019 document the Board's position. Students voiced their view through the campus paper, The [Guardian](#) and local media [outlets](#). [Provost Edwards submitted documentation to HLC of how student concerns](#) voiced during the strike were resolved and HLC [approved](#) the report.

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- Senate Meeting Minutes 2018\_2019
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- Students Right to Know\_Consumer Information \_ Enrollment Services
- Weekly Message from Interim President Curtis McCray April 7 2017
- Wright State students prepare for planned faculty strike



## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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The Mission Statement indicates that Wright State faculty and students will "conduct scholarly research and creative endeavors that impact the quality of life." The specifications in the CBA require faculty members to be active scholars in the disciplines to be considered for promotion, tenure, or annual merit raises. Wright State investigators were awarded \$92,817,133 in externally sponsored program awards in FY 2019.

#### **2E1 - The institution provides effective oversight and support services to ensure the integrity of research and scholarly practices conducted by its faculty, staff and students.**

Wright State provides effective oversight and support services to ensure ethical research and scholarly practices via administrative oversight bodies, including the Office of the Vice Provost for Research and Innovation, Office of Environmental Health and Safety, Collective Bargaining Agreement, and the Student Code of Conduct. The University also has adopted policies governing [Intellectual Property](#) and technology transfer. While all members of the academic community are responsible for integrity in research, specific administrative oversight for research is provided by the [Office of the Vice Provost for Research and Innovation](#) which oversees pre-award, post-award, research compliance, and technology transfer.

University Policy, [Administrative Policy for Allegations of Research Misconduct](#), applies to all institutional members, including faculty, staff, and students. As a recipient of federal funding, Wright State's policy, required by the U.S. Department of Health and Human Services Office of Research Integrity, serves as the institution's annual assurance of research compliance. The policy explicitly defines "research misconduct" and outlines the process for putting forth an allegation of misconduct and the steps taken to assess and investigate the allegation. Wright State's institutional policy is reviewed annually by the Office of Research Compliance.

The [Compliance](#) section of the Wright State University Research website addresses key compliance issues associated with the responsible and ethical conduct of research. The website provides guidance to researchers who wish to use human participants, animals, and bio-hazardous materials in their projects. Additionally, the website provides access to the forms and guidance for electronic submission of protocols required to seek approval for these research areas and links to federal regulations governing these categories of research. A specific section of the website provides guidance on the federal regulations governing financial disclosures and the process to determine potential financial conflicts of interest. Online Collaborative Institutional Training Initiative (CITI) training is available to all Wright State faculty, staff, and students and is required to gain protocol



approval for human subjects research. The National Science Foundation requires all undergraduates, graduate students, and post-docs to be trained in the responsible conduct of research prior to undertaking NSF-funded research. The same is true for trainees supported by National Institutes of Health training grants. All investigators supported by Public Health Service funds must complete financial conflict of interest training in CITI before funds are released. Lastly, the university provides faculty, staff, and students free access to plagiarism detection software to help avoid allegations of research misconduct.

Oversight for research with human and animal subjects is governed by the Wright State [Institutional Review Board](#) and the [Institutional Animal Care and Use Committee](#) (IACUC) respectively. The Institutional Review Board follows a set of standard operating procedures that govern all human subject research. Its work is supplemented by the U.S. Department of Health and Human Services' Office for Human Research Protections. The IACUC's commitment to integrity in the use of animal subjects is stated in its mission statement: *“Wright State University recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and education and joins all individuals involved to the highest standards of care and consideration.”*

Oversight for safety with biohazards and radioactivity is provided by the [Office of Environmental Health and Safety](#) (EHS) which *“serves to ensure a safe and healthy environment for all students, employees, and visitors to Wright State University in support of the university's overall mission.”* The EHS website provides links to approval forms, training, policies and procedures, and to the Institutional Biosafety Committee for use of biohazardous materials. Wright State follows federal regulations for membership of the committees that review protocols submitted by Principal Investigators, and ensures that all personnel on the protocols are properly trained and aware of the ethical and safety procedures they are required to follow. Documentation of compliance related to the training of faculty, staff and students regarding the safe use of handling, storing, purchasing and disposing of radioactive and bio-hazards materials is maintained in EHS. Compliance with policies related to Bio-Hazardous materials and its uses is assured through laboratory audits and incident investigations. Information regarding the frequency and results of those audits can be found in the EHS Office.

In response to [COVID-19](#), both Dayton and Lake campuses went to a remote work and teaching environment and only essential personnel could report to campus. The remote learning environment included labs and clinical internships. Students were provided information on how to meet the learning requirements in those specialized courses. Specific [Research Planning for Labs](#) that were crucial to continue were issued.

## **Intellectual Property**

Wright State has clear policies and procedures addressing Intellectual Property Rights. The process for licensing a scientific discovery or invention appears on the [Office of Technology Transfer](#) website, along with key definitions related to intellectual property. [Article 20](#) of the CBA between Wright State and the American Association of University Professors also outlines these policies.

## **Research Conflict of Interest**

Wright State's [Research Conflict of Interest and Financial Disclosure Policy](#) is provided in University Policy 6110. [Information regarding financial conflict of interest](#) is found on the University Research Compliance website. The site provides links to federal regulations, instructions for completing the Financial Conflict of Interest Annual Disclosure Process in the RSP Gateway, and a link to the CITI

"Conflicts of Interest and Commitment" module. In addition, Wright State's Boonshoft School of Medicine provides a link to Procedures to Determine and Resolve Conflicts of Interests.

## **Student Conduct**

The [Student Code of Conduct](#) describes students' rights and addresses all forms of unethical practices regarding behavior, scholarship, and research for students. The Code affirms the above Wright State policies and practices, offers recommendations for ethical behavior and guidelines for sanctions in line with University Policy 6120 pertaining to Administrative Procedures for Allegations of Research Misconduct. Annual statistics of students found responsible for a violation of the Code of Student Conduct are compiled and maintained within the Office Community Standards and Student Conduct (OCSSC).

### **2E2 - Students are offered guidance in the ethical use of information resources**

Students are offered guidance in the ethical use of information resources through a variety of means, including policies, guidebooks, course syllabi and content, orientation, and training. The [University Writing Center](#) provides guides on ethical research and the University Libraries provides an online [Research Toolkit](#). The [Academic Integrity Policy](#) addresses appropriate use of information when completing academic assignments, quizzes and exams. A [Student Guide to Academic Integrity](#) and a [Faculty Guide to Academic Integrity](#) assist both students and faculty in understanding expectations and processes relative to academic integrity. Both outline the process for resolving cases of student academic misconduct.

The Policy and the Code can be accessed on the OCSSC website, via the Faculty and Student Handbooks. The policy is also available to students via brochures from the OCSSC. Copies of both brochures are available and regularly disseminated at New Faculty Orientation.

The Raj Soin College of Business and the College of Engineering and Computer Science, require their students to successfully complete an online academic integrity workshop during their first semester at Wright State. At the Boonshoft School of Medicine Convocation and the mid-curriculum White Coat Ceremony, medical students take the Boonshoft School of Medicine Medical Student Honor Code. Nursing students take the Florence Nightingale pledge annually. Graduating students in the College of Engineering and Computer Science are invited to attend a Steel Ring Ceremony for induction into "The Order of the Engineer," which includes a pledge committing to integrity and fair dealing in the profession.

Numerous courses at both the undergraduate and graduate level specifically address research and professional ethics. These include Research and Methods courses, research ethics courses, an Internet Security Course that carries a Statement of Ethics, ethics courses (in Liberal Arts and Business, for example), and others. Two courses, ENG 1100 and ENG 2100, address good source work and basic protocols for documenting research. Many other university organizations, including the University Writing Center and the Dunbar Library, promote the development of skills for the responsible use of knowledge.

### **2E3 - The institution has and enforces policies on academic honesty and integrity.**

Academic integrity, including plagiarism, is addressed in the Student and Faculty Handbooks, and on the website for OCSSC. The Student Guide to Academic Integrity and the Faculty Guide to Academic Integrity aid in understanding the expectations regarding academic integrity. Both documents also

outline the process for resolving cases of student academic misconduct. Beginning in Fall 2020, students enrolled in research-based programs will be required to take additional RCR coursework during their tenure, overseen by their academic programs. The training is provided by subject matter experts and supplemented by online training modules as appropriate.

In addition to information directly related to research, a training module for the Responsible Conduct of Research is accessible at the CITI program site. Federal regulation surrounding the awarding of federal funding requires institutions to have well defined policies on responsible conduct of research. To comply with the new regulations, the compliance procedures are regularly reviewed and updated, including policies related to [Export Control](#) to follow federal national security regulations.

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- Code of Student Conduct
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- Faculty Guide to Reporting Violations of Academic Integrity
- Financial Conflict of Interest
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- Research Conflict of Interest and Financial Disclosure Policy
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- Research Toolkit Workshops
- Student\_s Guide to Academic Integrity
- U.S. Export\_Trade Controls Compliance \_ Wright State University
- University Writing Center \_ Academic Support
- Vice President for Research and Innovation

## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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Wright State takes seriously its obligation to operate with integrity and transparency in all areas— financial, academic, personnel, and auxiliary-- and exercise responsible stewardship of its resources. The director of the Office of Compliance coordinates compliance activities across campus and works closely with the Governance and Compliance Committee of the Board of Trustees, which revised its Bylaws to incorporate a Conflict of Interest statement before every meeting. The organizational structure supports effective management of the institution and its programs, operations, and finances, within a framework of accountability. The Board of Trustees has delegated the management of the institution to the President and her leadership team. Wright State's operations are guided by the laws of the State of Ohio, the Wright State Ethics Statement, and the University policies and procedures. These policies address governance, support services, facilities and operations, human resources, financial resources, and health and safety.

As an institution of higher education, Wright State values freedom of inquiry and the pursuit of truth in teaching and learning. Wright State emphasizes ethical conduct in the pursuit of knowledge and provides faculty, staff, and students with training and support in the pursuit of their research and scholarship.

### Sources

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*There are no sources.*

## 3 - Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### ***3A1 - Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.***

Through Wright State's faculty deliberative bodies such as the [Undergraduate Curriculum Committee](#), the [Undergraduate Core Oversight Committee](#), the [Graduate Curriculum Committee](#), curriculum committees in each college and school, and the Wright State [Assurance of Learning Committee](#), courses and programs are subject to regular and extensive review, ensuring they are both current and appropriate.

Degree programs are regularly updated by the Undergraduate and Graduate Curriculum Committees and the Faculty Senate, with such updates posted online in the [Minutes of the Faculty Senate](#) and [Graduate Curriculum Committee](#) meeting minutes and via the online undergraduate and graduate catalogs for students. The Undergraduate Curriculum Committee approves [courses](#) and [programs](#) separately.

#### **Professional Accreditation**

Programs with [Professional Accreditations](#) follow the guidelines of their accrediting agencies for the performance expectations of students, including on state and national credentialing examinations. Wright State offers 21 programs with either national professional accreditation or State of Ohio accreditation.

Wright State's Raj Sooin College of Business was the first business college in the region to be accredited by [AACSB International](#), the leading accrediting body for four-year and post-graduate business degrees. In 2006, the Bachelor of Science program in Business, Management Information

Systems, became the first business school program in Ohio to be accredited by the Computing Accreditation Commission of ABET. Wright State was also among the first twenty business programs in the U.S. to achieve this accreditation.

The Master of Public Administration (MPA) program is 1 of 10 accredited in Ohio and 1 of only 300 accredited programs worldwide (US and 14 countries). The program posts its graduation rates and employment and internship data on the [MPA Website](#) for students to utilize.

The [Department of Social Work is Accredited](#) separately for the BASW and MASW, which is a collaborative program with Miami University. The program competencies, learning outcomes, assessment efforts, and recent reaffirmation reports are all posted to the [Social Work Website](#).

The Bachelor of Science in Medical Laboratory Science, accredited by the [National Accrediting Agency for Clinical Laboratory Sciences](#), is the only 4-year degree of its kind in the region.

In the College of Engineering and Computer Science, the Materials Science and Engineering, Mechanical Engineering, Computer Science, Computer Engineering, Biomedical Engineering, Electrical Engineering and Industrial and Systems Engineering Bachelor of Science degrees are accredited by the associated commissions of ABET. All college programs use faculty and [Learning Outcomes](#) consistent with those used by its ABET-accredited programs. [ABET Accreditation](#) was reaffirmed in 2018.

### **Student Performance on National Exams**

The College of Education and Human Services posts [Educator Quality Data](#) on its website. These data include graduates' impact on outcomes of students they taught, assessment of their teaching, employer satisfaction, persistence in the profession, graduates' satisfaction with their education, graduation rates of the program, licensure test pass rates of the graduates, and employment of the graduates. For the period of 2014-2018, the average pass rate for WSU was 97%, which was three points higher than the average pass rate for the state. Graduates perform exceptionally well on the Assessment of Professional Knowledge exams. In 2018-2019, 100% of graduates passed the exams for early childhood education, middle childhood education, and adolescence to young adult education.

Over the past few years, the [College of Nursing and Health](#) exceeded both the national and state pass rates on the NCLEX-RN licensure examination. In 2019, the traditional BSN program pass rate was 97%, exceeding the national average of 87%. Certification pass rates for graduates of other College of Nursing and Health master degree concentrations also exceeded national averages with many programs having 100% pass rates for the last few years.

Graduates of the university's [Clinical Mental Health Counseling](#) Program consistently achieve high pass rates on the National Counselor Examination with an average pass rate of 80% in 2018-19. Wright State's Accounting graduates consistently receive the highest pass rates on the Ohio CPA examination, and Finance graduates surpass the national pass rate on the Chartered Financial Analyst CFA™ Level I examination. Financial Services graduates also surpass the national pass rate for the Certified Financial Planner (CFP) comprehensive exam. Raj Soin College of Business is an affiliated program with the CFA (Chartered Financial Analyst) Institute. Wright State's Financial Services program ranked 21<sup>st</sup> in the nation by Wealth Management Magazine and as a top program



by the Financial Planning Magazine.

Students in Wright State's College of Science and Mathematics' B.S. in Biological Sciences: [Medical Laboratory Sciences](#) program has established a 95% average pass rate over the last five years on the Board of Certification exam (through American Society of Clinical Pathology). The program also has 100% employment placement after graduation.

### **3A2 - The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

Wright State University requires all new degree programs to develop learning goals consistent with the [Ohio Department of Higher Education's process for New Program Approval](#) and Wright State's [Undergraduate](#) and [Graduate Program Approval Process](#). The same is true for minors and certificates. Learning objectives for all new courses must be listed when syllabi are submitted for review. Learning goals within degree programs are clearly articulated in the [Catalog](#). The program of study listings for [Elementary Education](#) and [Electrical and Computer Engineering](#) Technology are provided as evidence. Graduate School policy requires for [Dual Listed](#) courses, both undergraduate and graduate levels, to reflect graduate requirements beyond the undergraduate requirements, such as additional scholarly readings, more rigorous research, and/or more comprehensive examinations. Programs with professional accreditation align their learning goals with those of their accrediting bodies and review them in the accreditation cycle.

All modifications to existing programs and all approvals for new programs must be approved by the Undergraduate or Graduate Curriculum Committees, which have a representative for each of the Colleges. The Curriculum Committees' charge is to assure that the courses and programs are of high quality and taught at the appropriate level. Faculty submit requests through the online system called [Curriculog](#). All submissions require listing of the program goals and outcomes. For new programs, a full proposal must be approved by curriculum committees, senate, provost, Board of Trustees, and the Ohio Department of Higher Education (ODHE). There are separate ODHE full proposal templates and review boards for New [Undergraduate](#) and New [Graduate](#) programs. Once Wright State submits its new program proposal to ODHE, the program is posted and available for public comment before being approved by the Chancellor.

The [Assurance of Learning Committee](#) provides university-wide leadership and coordination for academic and co-curricular program review and the assessment of student learning outcomes. The committee charge includes analysis of assessment data, coordination of assessment processes with professional accreditation requirements, collaboration with the Center for Teaching and Learning to provide training on assessment, and provision of assessment findings to the Faculty Senate's Undergraduate Core Oversight Committee, the Faculty Senate, and the Provost's Office to ensure University wide participation in the review process.

The Wright State faculty established seven learning outcomes for the general education program known as the [Wright State Core](#). The outcomes are shared with students at orientation and are listed on appropriate general education course syllabi.

### **3A3 - The institution's program quality and learning goals are consistent across all modes of delivery and all locations.**

Wright State's program quality and learning goals are consistent across all modes of delivery and locations, including online, hybrid, and dual enrollment, and require adherence with a standard

syllabus, learning outcomes, and course requirements. All Wright State online and off campus courses require the same competencies and key assessments as those taught on-campus and in a face-to-face mode. For courses offered in multiple locations, the home department reviews all course and teaching evaluations in order to maintain consistency among the variety of offerings.

### **Online and Hybrid Courses**

Consistent with Wright State's standard course requirements, the syllabi for online and hybrid courses have the same learning goals as their on-campus counterparts. As part of the 2016 HLC report, Wright State was required to revise its credit hour policy to assure that students in online courses had the same contact time with faculty as students in face-to-face or hybrid courses. [HLC communicated with Wright State in July 2017](#) that the [new policy](#) does meet HLC standards. A consistent [Online Course Terminology](#) is used during Registration to inform students of the online service delivery for each course. To support faculty in offering online and hybrid courses, Wright State's [Center for Teaching and Learning](#) offers professional development and support to assist the faculty in designing course materials to help all students succeed and meet the learning goals.

Wright State provides the Desire-2-Learn Learning Management System (LMS) for all classes. Wright State personalized the Desire-2-Learn interface and refers to the LMS as "Pilot." Instructors can register for face to face training or link to online [Instructional Design Support](#). Pilot provides activities such as quizzes, discussions, drop box assignment submissions as well as grading, communication with classes, and video sharing opportunities for distance learning. Students are automatically enrolled in the Pilot courses based on the official class roster.

### **Ohio Transfer Module**

General education requirements at Ohio's public colleges and universities represent a shared body of knowledge and academic skills. The Ohio Department of Higher Education requires each school to identify a set of courses (36-40 semester hours), referred to as the [Ohio Transfer Module](#), in the following areas: English Composition, Mathematics, Arts/Humanities, Social and Behavioral Sciences, and Natural and Physical Sciences. The learning outcomes for these courses are determined by faculty panels and consistent across all Ohio public institutions of higher education.

### **College Credit Plus**

Wright State participates in the Ohio [College Credit Plus](#) program allowing High School students to receive credit for college coursework while in high school. The College Credit Plus process of faculty qualification, required use of standard course syllabus, coordination with Wright State faculty mentors, and analysis of a portfolio of student work ensures that the expectations and rigor of dual enrollment classes are equivalent to the same class offered on the Dayton or Lake Campus.

### **Sources**

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## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

## Argument

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### **3B1 - The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

Wright State's general education program, the [Wright State Core](#), supports the mission, educational offerings, and degree levels of the institution. Approved by the Faculty Senate in 2010, the Wright State Core forms the foundation of associate and baccalaureate degrees and provides innovative and dynamic opportunities designed to engage learners in becoming active, conscientious, educated citizens of a diverse world. The Wright State Core consists of an integrated program of courses and experiences that help students develop broad learning and skills essential for critical thinking, creative problem solving, meaningful civic engagement, multicultural competence, appreciation for the arts, and life-long learning. Consisting of six broad elements the Wright State Core requires a minimum of 38 semester hours of course work in communication, mathematics, global traditions, the social and behavioral sciences, arts and humanities, and the natural and physical sciences. The Elements of the Wright State Core provide the foundational skills, the broad areas of knowledge and practice, and the global, historical, and cultural perspectives to provide Wright State students with the ability to appreciate their roles and their challenges as citizens in a changing world.

**3B2 - The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

The philosophy and framework for the program were developed by the Wright State faculty through deliberative, inclusive, and iterative processes, and are consistent with national best practices for general education programs, including those recommended by the Association of American Colleges and Universities, including the use of the [VALUE](#) rubrics for assessment of Core Learning Outcomes. The Faculty Senate has conducted two reviews of the current Core, one in [2015](#) and [2017](#). Wright State faculty have participated in state-wide discussions of General Education, which culminated in the [ODHE Six Principles of General Education](#). Faculty from all colleges participated in a set of dialogues called General Education Academy, during the 2018-2019 academic year, culminating in the completion of an [Analysis of our Core program](#). Any revisions to the Core program follow the guidelines of the ODHE goal that General Education is transferable from one state college or university to another and will include students and faculty in the discussions.

According to [ODHE's General Education Guidelines](#), applied associate degrees must include at least 30 semester credit hours of general education and non-technical coursework. At Wright State University, [Applied Associate Degrees in Business](#) and [Associate of Technical Studies](#) include 16 credit hours of General Education.

For Associate of Arts and Associate of Sciences degrees, the general education components of these degrees must fulfill the institution's Ohio Transfer Module. At Wright State University, the Ohio Transfer Module, Wright State University's Core, contains at least 38 semester credit hours of general education coursework including two courses in English Composition and Oral Communication; one course in Mathematics, Statistics, and Logic; one course in Arts and Humanities; two courses in Social and Behavioral Sciences; and two courses in Natural Sciences. Two additional courses among these categories are required as well as several courses in Global Traditions.

**3B3 - Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.**

Students in every undergraduate degree program must complete Core. The [University Learning Objectives for Core](#) include collecting, analyzing and communicating information; mastering modes of inquiry or creative work; and developing skills adaptable to changing environments.

Strengthening the integration of Wright State learning objectives in all degree programs was the focus of Wright State's Quality Initiative prior to the 2016 HLC site visit, as part of the HLC Assessment Academy project. Analysis and quantitative data from this work were summarized in the [HLC Academy Impact Report](#), which is posted on the university Outcomes Assessment web page.

Up until 2017, the Core assessments measured one University Learning Objective (ULO) annually by having campus reviewers score student artifacts from Core courses using the VALUE rubric most appropriate for the ULO. Core reports for [2015](#) and [2016](#) are contained in the Evidence section and are posted on the [Outcomes Assessment](#) web page. Beginning in 2017, the faculty senate Undergraduate Core Oversight Committee was charged with annual assessments of Core. This committee established an annual [Core Assessment Procedure](#) that rotated measuring Core courses within the specific elements of Core. Reports of the successes and challenges of the Core assessment are contained in the [2019](#) and [2020](#) committee reports to the faculty senate. The process has developed consistencies in measuring learning outcomes in Core courses taught at both the Dayton and Lake campuses.

All undergraduate and graduate programs must measure student learning outcomes. Revised [Annual Assessment Template](#) and [Annual Assessment Process](#) were developed and implemented in 2018-2019. The reporting of student learning outcomes was required for the [2020 Program Review](#). There is more discussion of the program review process in 4A.

**3B4 - The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

The transformative educational experience that Wright State offers to all of its students recognizes the human and cultural diversity of the world and provides numerous curricular and co-curricular opportunities for students to develop strong competencies for living and thriving as productive members of a global society.

The Wright State Core helps students to apply insights from multiple disciplines to engage effectively as citizens of a diverse world in the local and global communities. All students are required to complete two designated Multicultural Competency courses in the Wright State Core. For most students, at least one of those courses will be a Regional Studies or Comparative Studies course providing them with foundational education on cultures that are different from their own. Service learning and civic engagement are formally integrated into the Wright State curriculum via courses with a [SRV or SRVI course](#) designation.

Students are able to apply their skills and knowledge to benefit the university. The Raider Asset Management Fund, in which portions of university reserves and university foundation funds are managed by students majoring in Finance, reached a valuation of \$2,000,000 for the first time in its history in May 2020. This experiential learning activity has proved to be highly valuable to future investment professionals and profitable for Wright State University.

Through Wright State's Center for International Education (UCIE), Wright State offers students three types of [Study Abroad Programs](#) for academic credit: Ambassador Programs, Exchange Programs, and Third Party Provider Programs. Over the past three years, over 1,000 students have participated in the study abroad programs. The [Ambassador Programs](#) provide an opportunity for students to study for short periods of time (2 – 4 weeks) during the summer term and are led by Wright State faculty members. There were thirteen ambassador programs scheduled for 2020, which needed to be cancelled due to travel restrictions for the prevention of the spread of COVID-19. Exchange Programs allow students to travel to Wright State partner institutions. While many of the programs require the student to take classes in the foreign language of their host country, there are some programs that are conducted in English. Students have the option of studying abroad in the summer, for a semester, or a full year and programs are available for most majors.

[First Year Seminars](#) include diversity content, including an experiential display about power based violence called [Tunnel of Oppression](#). The [Culture and Identity Centers](#) promote education about the many diverse cultures represented on campus and in our community. The [Office of Disability Services](#) offers services, programs, and activities that allow students with disabilities to participate in all facets of university life. Additionally, campus buildings are connected via underground tunnels that facilitate mobility for year-round access. The Veteran and Military Center (VMC) serves veterans, military-connected students and their dependents by helping them to establish and maintain their educational benefits, and obtain information about benefits and services available to veterans and military-connected students on and off campus. The VMC [Veterans Voices](#) project included interviews with over 200 veterans, military, and their families and videos of these interviews were broadcast locally and nationally.

### **3B5 - The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.**

The Faculty Constitution and Collective Bargaining Agreement (CBA) both include scholarly productivity as an expectation of faculty. Goal three, *Research and Innovation*, of the Wright State Strategic Plan echoes this expectation stating Wright State will, “Attain regional and national prominence and leadership in creative, use-inspired research, scholarship, and entrepreneurship.” Students are encouraged to participate in scholarship, creative work, and discovery of knowledge through Wright State's undergraduate research programs and numerous opportunities at the graduate level. The [Lake Research Symposium](#) is held annually. The 2019 and [2020](#) programs were combined, with the 2020 posters displayed virtually due to the face-to-face conference being cancelled due to COVID-19. The [Boonshoft School of Medicine](#) also holds an annual research symposium.

The University Libraries houses an archive of research conducted by Wright State faculty and students called [CORE Scholar](#). Approximately 270 of the faculty use the CORE Scholar Repository with 10,400 publications between 2011-2019.

Faculty scholarly productivity is documented annually by each college through faculty activity reports and is assessed according to [College and Department Bylaws](#). Each year, faculty publish scholarly articles, conduct conference presentations at national and international conferences, showcase their creative scholarship in exhibitions and performances, and obtain external funding for their research.

Wright State has built an exceptional infrastructure to support the work of faculty and staff to increase externally funded research, scholarly activities, and other sponsored programs. Knowledgeable and experienced staff members in the [Office of the Vice Provost for Research and Innovation](#) (OVPRI) provide pre-award and post-award support, compliance coordination, and technology transfer expertise to the University community. Wright State investigators were awarded \$92,817,133 in externally sponsored program awards in [Fiscal Year 2019](#).

In addition to the support of the OVPRI, the University offers state-of-the-art facilities for use by researchers at both its Dayton and Lake campuses. The Agriculture and Water Quality Education Center opened in 2017 at the Lake campus and [Lake campus faculty have conducted research](#) recognized nationally and by the Ohio Governor for its impact on improving the water quality on Grand Lake St. Mary's and other waterways. The [Neuroscience Engineering Collaboration](#) (NEC) Building on the Dayton campus opened in 2015 with the specific goal of fostering research among faculty from different disciplines. Neuroscientists, physicians, and engineers work together in a collaborative environment to understand brain, spinal cord, and nerve disorders and develop treatments and devices.

Many colleges provide funding opportunities to enhance faculty teaching and research. For instance, the [Collaborative Education, Leadership, and Innovation in the Arts \(CELIA\) Fellows Program](#) support collaborative, interdisciplinary projects.

#### **Student Scholarly Activities**

Wright State also offers a robust infrastructure in support of student scholarly activities. Besides the symposiums described above, the Wright State [Celebration of Research, Scholarship and Creative Activities](#) is an annual event celebrating student research. The [Undergraduate Research & Experiential Learning Program](#) in the College of Science and Mathematics (COSM) offers learning



environments beyond the classroom where students can be creative and test new innovations.

Similar to undergraduate students, graduate students can work with faculty experts, fellow graduate students, and even undergraduate students on the faculty research. Graduate students may apply for Graduate Research Assistantships that provide tuition remission and annual stipends. COSM also initiated a grass-roots funding organization managed by the Advancement Office, the [Women of Science Giving Circle](#). The Circle awards student scholarships, \$1,500, 2-3 per year, to women students in STEM disciplines who are doing research, and grants of \$5,000 to women faculty in STEM.

Student and faculty creative work in the fine and performing arts has been outstanding, garnering national recognition through support from [Tom Hanks](#) and academy award winning alumni [Hannah Beachler](#) and [Steven Bognar and Julia Reichert](#). Students in these disciplines provide the entertainment for the Wright State annual [Arts Gala](#) which has raised more than \$3 million in scholarships for fine and performing arts students at Wright State during Arts Gala's 21-year history, including raising \$150,000 during the [2020 Remote Gala](#).

In other creative disciplines, The [Fogdog](#) Review has been publishing students' essays about literature, popular culture, and film since 1997. . The Department of English Language and Literatures' Mad River Review is a national online journal publishing poetry and creative prose since 2016; and Nexus Literary Journal is a student-run creative writing magazine publishing student poetry since the mid-1960s. The Department of English Language and Literatures' [Best Integrated Writing: Journal of Excellence](#) in Integrated Writing at Wright State publishes excellent student writing from Integrated Writing courses in the Wright Core and in the majors since 2014. Students from all majors are writers for the student newspaper, [The Wright State Guardian](#).

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

## Argument

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**3C1 - The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning.**

With 1,179 highly qualified faculty (729 full-time, 17 part-time, and 433 adjunct) Wright State is able to offer effective, high quality academic programs and student services to the [13,742 total students](#) attending Wright State in Fall 2019. Determining whether the number of faculty across campus and within specific programs is sufficient is part of the annual program assessment discussed in Criteria 4 and budget analysis described in 5A.

### Faculty Oversight of Curriculum and Expectations for Student Performance

As stated in 2C4, the faculty oversee academic matters through faculty governance, which includes the committees of the [Faculty Senate](#) and similar committees in the colleges and schools and the powers and duties described in the [Collective Bargaining Agreement \(CBA\)](#). All proposals for new or modified courses and programs are initiated by faculty and reviewed by the college curriculum committee, Undergraduate or Graduate Curriculum Committee, and the Senate. New programs must then be approved by the Provost, Board of Trustees, and the Ohio Department of Higher Education. All course proposals must list expected student learning outcomes and how those learning outcomes will be assessed. All program proposals must list the program outcomes and how those outcomes will be assessed. The course and program approval process was described in 3A2. Adjunct faculty are invited to participate in curriculum development.

## **Academic Credentials**

All faculty (full-time, part-time, and adjunct) must meet the [Faculty Credentials Policy](#) which is implemented in the Office of the Vice Provost for Faculty Affairs and Human Resources. All faculty participate in the interviewing of qualified full-time faculty. Chairs often hire adjuncts with the consultation from full-time faculty. The faculty credential process is described in 3C2.

## **Faculty Assessment of Student Learning**

All faculty, including adjuncts, are expected to participate in assessment of student learning at the course and program level. During the 2019-2020 academic year, all major programs participated in a comprehensive [Program Review](#) overseen by the Provost Office that encouraged faculty participation at the program, chair, college, and university levels. Faculty were provided access to their program review templates through a secure, shared drive. The program reviews were reviewed at sequential time-frames by the Department Chair, College Curriculum Committee (which included the College representative from Faculty Senate Executive Committee), College Dean, Provost, and President. At each of these stages a Planning Recommendation Table needed to be completed which had the options: Add a new program; Provide more support to the current program; Maintain program at the same level of support; Reduce the amount of support to the program; Consolidate the program with another program; or Eliminate the program. Preliminary review of the templates and Recommendation tables demonstrate extensive involvement by the faculty in the program review process. The utilization of the program reviews for planning purposes is still occurring at the time of this four-year report.

The Undergraduate Curriculum Oversight Committee of the Faculty Senate, includes faculty representatives from each college and oversees the assessment of the General Education program called Core on an annual basis. Faculty members from departments offering Core courses participate in the assessment of student artifacts and marker question results that are part of Core assessment.

## **3C2 - All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.**

Wright State employs the [Faculty Credentialing Policy](#). The proper qualifications and credentials of all instructors are clearly communicated throughout the hiring processes for each position. Position descriptions outline minimum qualifications to be considered for a given appointment. These qualifications address attainment of the required degree and concentration, and minimal requirements for associated certification/licensure, experience in the professional field, teaching experience and effectiveness, evidence of scholarship, grants, and creative works, record of community service/professional leadership, and other parameters pertinent to the particular discipline.

Prior to 2018, the verification of faculty transcripts was completed in the departments. Since 2018, all credential verification must be approved by the Office of the Vice Provost for Faculty Affairs and by Human Resources. The list of all [Faculty Teaching in Spring 2020](#) contains each faculty's title, degree, verification of credentials date, and hiring department.

To teach graduate courses, faculty must meet the criteria for the [Graduate Faculty Nomination Process](#). Faculty teaching in the two Wright State University consortial programs (Greater Miami Valley MASW collaborative program with Miami University of Ohio and the Doctor of Nurse Practitioner Consortial program with the University of Toledo) were approved by the Graduate

Schools of both universities.

Faculty teaching in the dual credit program called College Credit Plus (CCP) go through the same faculty credentialing process as all other faculty. Wright State developed several graduate programs specifically to train high school teachers to obtain the credentials needed to teach CCP courses in [English Composition](#), [History](#), and [Earth and Environmental Sciences](#).

### **3C3 - Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Wright State instructors are evaluated annually in accordance with university and departmental bylaws. Faculty are regularly evaluated by their peers and supervisors as well as by students.

Wright State's Collective Bargaining Agreement (CBA) explicitly specifies the evaluation process for [Tenure Eligible and Tenured \(TET\)](#) and [Non-Tenure Eligible \(NTE\)](#) faculty, and bylaws are established by each academic unit providing criteria upon which instructors are evaluated. Instructors submit an annual report of their relevant activities in teaching and service, and tenure eligible faculty additionally submit their scholarship. Student evaluation of teaching and learning is conducted in all classes by means of anonymous student feedback through [Student Course Evaluations](#), and for some departments, in-class visits. Department chairs conduct annual evaluation of instructors to inform decisions regarding merit pay, reappointment, dismissal, tenure, and promotion. Tenure eligible [Promotion and Tenure](#) follows a specific CBA process that includes evaluation by committees and individuals at the level of Department, Chair, College, Dean, University, Provost, President, and Board of Trustees. The [School of Professional Psychology](#) and [Boonshoft School of Medicine](#) have separate bylaws that outline the faculty evaluation and promotion review process.

### **3C4 -The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

As part of the CBA, eligible faculty may submit a request for [Pedagogical Development Course Release](#), most often awarded for the development of courses taught using online technology. The Center for Teaching and [Learning](#) (CTL) provides training for faculty, staff and graduate teaching assistants on teaching strategies and instructional technology. CTL will also provide classroom observations and feedback by peer evaluators. The staff in CTL were instrumental in providing faculty the training needed to transition to [Remote Teaching during the COVID](#) crisis Spring and Summer 2020. Faculty also have the opportunity to utilize the University's [Professional Development Leave](#) program.

In August 2015, Wright State held a [Student Success Symposium](#) for faculty. The Symposium, Teaching for Student Success – Reducing the Achievement Gap, included a speaker on The Flipped Classroom to showcase the new classrooms in the Student Success Center and seven round table sessions where faculty discussed a variety of topics related to student success. The Symposium was well attended by over 150 faculty and instructional staff. A follow-up symposium was offered in [2016](#) and subsequent [Conversations on Student Success](#) have involved faculty, staff, and students.

The Patricia Martin Faculty Development Fund and the Bertram C. and Lovetta R. Blanke Endowed Chair for Nursing Research and the Blanke Research Awards in the College of Nursing and Health provide faculty members with resources to engage in professional development activities helping them remain current in their specialty areas and adept in their teaching roles. Opportunities for Continuing Education credits are also sponsored to assist instructors in maintaining their

professional licensure.

### **3C5 - Instructors are accessible for student inquiry.**

The CBA explicitly sets minimum [Office Hours](#) and availability to students. Each faculty member is required to hold office hours at least two days per week in physical locations convenient for students and to post their availability on their syllabus. Faculty are required to communicate absences to students and the department chair in advance, and to request permission by chairs to attend professional meetings that conflict with class times. Faculty are also available to students before and after class, and by email and social media. For online classes, faculty are required to have dedicated office hours as outlined in the CBA. Faculty are required to follow accessibility accommodations for students registered with the [Office of Disability Services](#).

### **3C6 - Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.**

Wright State is committed to hiring highly qualified staff and providing professional development opportunities to ensure that students receive outstanding academic, social, and financial aid support. Each position has a detailed job description with minimum education and experience requirements that must be met before a candidate can be considered for a position. The commitment to quality and diversity is enhanced through the Office of Equity and Inclusion's emphasis on training members of search committees. References are contacted and background checks are performed before an individual is offered employment. The list of [Academic and Student Support staff for Spring 2020](#) contains each person's degree, position, and verification of credentials.

Wright State supports ongoing professional development of all staff. HR offers a leadership series twice a year available to staff. Wright State offers a tuition remission benefit staff can use for continuing education and degree-seeking purposes. Staff are also encouraged to become involved in local, national, and international professional organizations.

Departments are responsible for allocating time for training and funds in their budgets to ensure staff are current in their fields. One example is the Office of Financial Aid whose staff attends conferences and professional development workshops annually. The Office of the Vice President for Student Affairs provides financial assistance to its departments for training opportunities that may fall outside a department's annual operating budget. The Division of Student Success has utilized grants to support professional development for staff including a focus on proactive advising and staff training related to co-requisite remediation.

Ongoing training is available to academic advisors through monthly meetings in the University Undergraduate Academic Advising Advisory Council, the [Academic Advising Handbook](#), and encouragement to attend statewide and [Regional Conferences on Advising](#).

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

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### **3D1 -The institution provides student support services suited to the needs of its student populations.**

Wright State provides a rich array of student support services suited to the needs of its student populations and links to each area are provided on the Wright State website.

As a result of a broadened scope and addition of campus-wide services, University College has been renamed the Division of Student Success. This reflects its primary purpose as a service unit providing support to the degree-granting colleges and the university as a whole. This division remains in the Office of the Provost and supports the academic mission of the university through six (6) departments: 1) Academic Support, 2) Foundation Studies, 3) First-year Programs, 4) University Academic Advising, 5) University Career Services, and 6) the Student Success Planning Office. Through these units, the Division of Student Success helps establish an ecosystem of programs and services, working with students, faculty and staff, that focuses on educational planning, career development, course completion, persistence, retention, degree attainment, and job and/or graduate school fulfillment.

In July 2018, the [Career Services](#) was centralized and moved under the Division of Student Success. This move brought career consultants from three colleges into a centrally administered program and a state-initiated, enhanced career services fee supported the addition of three new career consultants serving each of the remaining colleges. The additional funding facilitates career and professional development earlier in the student's career at Wright State and provides additional programming and services to follow throughout a student's enrollment with a focus on early intervention career education, employer/student engagement with experiential learning, and post-graduation planning and outcomes. The Career Center facilitates both on and off campus employment during undergraduate studies, co-op experiences, and career search and placement services for students,



alumni, faculty/staff, employers, government agencies, and community organizations by sponsoring on-campus events that connect job seekers with employers, prepare job seekers for recruiting events, provide opportunities for professional networking, educate students and alumni about job search readiness. Their efforts result in over 2,500 interviews each year. In addition, colleges and campus offices have established services to provide students and employers with a network of career resources.

The [Lake Campus Student Success Center](#) provides academic and career advising, writing resources, tutoring, and experiential learning opportunities. The Lake Campus also has the following located on their campus: Student [Enrollment Services](#), [Disability Services](#), [Diversity and Inclusion](#), and [Veterans Services](#). These services are available face-to-face and remotely. Lake Campus has a [Health and Wellness Center](#), as well as a Counseling and [Victim Support Center](#).

[Counseling and Wellness Services](#) promote health and wellness by providing quality service and training to Wright State community. Their services include group, individual, couples and family therapy, workshops, self-help and resiliency training, and professional development.

The [Veteran and Military Center](#), opened in 2014, provides services such as free tutoring, GI bill processing and counseling, priority registration, 1200 square foot lounge area, and advocacy for campus concerns. Wright State is recognized for its outstanding history of innovative service to individuals with disabilities. The Office of Disability Services (ODS) strives to teach students with disabilities the vital skills needed to successfully transition to the professional world.

The [Office of LGBTQA Affairs](#) provides education and support through the safe space program and the LGBTQA Resource Room. Mixed Gender housing is an option offered by Residence Life and Housing, and the office spearheaded the campus-wide [All Gender Restroom Expansion Project](#).

The [Bolinga Black Cultural Resources Center](#) worked closely with the Applied Behavioral Science program to [Collect Data](#) on reasons African American students left campus in efforts to provide retention services for African American students. The primary reason for leaving was for family or health concerns. The Center also tracked attendance at activities or classes led by faculty associated with the Center.

[Latinx, Asian, and Native American Affairs Tracked Retention](#) of its target groups, set goals of increasing funding sources for programs for Asian students, and adding more faculty to programs offered by this office.

The [Women's Center](#) provided personal services (Hannah's Treasure Chest, Giving Angels, Personal Care Pantries, and Lactation Rooms), financial assistance, and workshops targeted for cohorts such as the Women of Color cohort project. All of these support services were utilized by large numbers of women, and the [Data Support](#) increasing their availability.

**3D2 - The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.**

The Wright State [Honors Program](#) offers exceptional alternative learning experiences to students who meet the requirements for participation in the program. These opportunities include honors sections of Wright State Core courses as well as advanced levels in interdisciplinary courses; study abroad, service learning and community engagement; and leadership development, consistent with the



mission of each program. The Honors program also offers internship and co-op experiences, a vibrant learning communities program, and an Honors living experience in the Honors Residence Hall.

### **Learning Support**

The primary home for learning support is the [Academic Success Centers](#), which is comprised of several services to enhance students' opportunities for continued and sustained academic success and ease their transition from high school to college. These include the Foundation Studies, which provides courses for academically under-prepared students in mathematics and writing to help prepare them for entrance into and the successful completion of general education courses; The Math Learning Center, which helps students become more confident, autonomous, and proficient learners in mathematics by providing a supportive environment for all math students to work and learn; The University Writing Center, which helps students become more confident, independent writers, thereby enhancing their educational experiences at Wright State and their professional experiences beyond college. Supplemental Instruction, which helps students review course concepts, improve their study habits, and become better prepared for exams and course assignments; and Tutoring Services, which helps students achieve their individual academic goals in all disciplines and become independent and successful learners. Many colleges and departments offer additional support centers focused on the subject area, such as the Wright Math Center in the College of Science and Mathematics. The Academic Success Centers continued to provide [Academic Success Support Remotely](#) during the COVID-19 crisis.

### **Process for Directing Students into Appropriate Courses**

The process for directing entering students to courses and programs for which they are academically prepared occurs initially when admissions assigns students to a college for [Academic Advising](#). All incoming students are assigned to an advisor. Students who meet admission requirements for academic colleges may be directly admitted to that college for their program-specific advising. [Transfer Admissions](#) helps adult and transfer students address whether or not they need to take placement testing, how to navigate institutionally agreed upon articulation agreements, degree/major requirements, and other concerns. [Testing Services](#) facilitates placement in Mathematics and English for all entering students. Wright State has a complete set of clearly defined prerequisites for students to take advanced courses. For example, in the area of Mathematics, a complete 360 degree point of view of all [Mathematic Prerequisite requirements](#) is clearly displayed on the web site.

The Admissions Office helps [College Credit Plus](#) students identify and register for specific college courses permitted for their enrollment. The Registrar's Office oversees [Advanced Placement \(AP\)](#) and [College-Level Examination Program \(CLEP\)](#) course equivalencies, which follow the Ohio Department of Higher Education (ODHE) policy governing the application of transfer credit of these exams. Students may also inquire about which courses provide [Prior Learning Assessment \(PLA\)](#) through exam or portfolio.

### **Preparatory Support**

For students who need additional support to begin taking classes, Wright State offers a number of programs that conform to the mission of “meeting the students where they are” by providing foundational background material in writing, mathematics, study skills, and English for non-native speakers. These programs include:

- **[Math Learning Center](#)**: Provides face-to-face peer tutoring and an individualized, web-based system, ALEKS, for placement and in the Math Studio course. The mastery-learning format utilized by the staff allows the progress made by the student in the Math Learning Center to transfer seamlessly to subsequent Math courses.
- **[Writing Center](#)**: Provides online and face-to-face peer tutoring to help students complete writing assignments across all courses.
- **[Introduction to College Writing Workshop](#)**: Introduces students to the activities and expectations of ENG 1100, the first required Wright State Core writing course, in the week prior to the start of Fall Semester.
- **[First-Year Seminar](#)**: With the major restructuring of Academic Advising to a centrally administered program in 2018, academic advisors became the primary instructors of the re-designed First-Year Seminar courses. Courses were developed around career themes and advisors associated with the majors supporting the career themes serve as instructors for the seminars. Additionally, career information and financial literacy learning objectives were incorporated into the First-Year Seminar learning objectives.
- **[Co-Requisite Remediation](#)**: Over 50% of new direct from high school students do not meet the State of Ohio's remediation free standards. The lack of academic preparation emphasizes the role of initial courses in writing and mathematics in successful completion of the first year. The significance of completing these courses in a timely manner provided the motivation for Wright State's leadership in developing co-requisite remediation at scale and participation in the Ohio Department of Higher Education's [Start Strong to Finish](#) initiative.
- **[Accelerate Program \(ALP\) in Writing and Math](#)**: Continues at scale (meaning no standalone developmental courses are offered, but only as a co-requisite) with successful results. The [English Department Writing Program Committee](#) conducted a study in 2017 of students taking ENG 1100 and the co-requisite course and found that students in the co-requisite course struggled with citing sources. As a result of the study, the co-requisite course is adding more support in this area. Co-requisite models for quantitative reasoning and statistics are also at scale. Continued enhancements are being developed for the college-algebra co-requisite curriculum. It is a goal to provide for at least 70% of entering students needing remediation in mathematics will be able to participate in the co-requisite course for their college-level mathematics course required for their degree.
- **[Learning English for Academic and Professional Purposes \(LEAP\)](#)**: Provides full-time intensive English instruction and offers non-native speakers the linguistic, academic and social skills they need to be successful in an American university.
- **[CECS Academic Advantage Program](#)**: Delivers a one-week bridge program intended to improve the academic outcomes of first-year direct from high school engineering and computer science students at Wright State University. The program achieves its intended purpose by delivering a blend of both academic and student success-oriented programming in an immersive, community-centric environment.
- **[Independent Scholars Network](#)**: Provides mentoring, financial support, and community engagement for Wright State students who had been living in foster care previously.

The Lake Campus Student Success Center provides academic and career advising, writing resources, tutoring, and experiential learning opportunities. Professional academic advisors assist students with their transition into Wright State, discussing such issues as course and major selection, placement levels, the Wright State Core requirements, and other helpful resources. Advisors ensure that students understand how to interpret their degree audit report and understand the admission requirements for their intended majors. In addition, students can find curriculum requirements and a sample four-year degree path for each undergraduate major through the programs link in the [Online](#)

## [Catalog](#).

### **3D3 - The institution provides academic advising suited to its programs and the needs of its students.**

Wright State uses a mixed model of academic advising, employing both faculty and professional staff advising, with examples of both centralized and distributed advising among colleges and departments. Advisors across campus guide students to an array of resources and services designed to address their needs. Professional advisors bring a breadth of institutional knowledge that allows them to help students in myriad ways such as registration, general education and major requirements, and degree checking. Faculty provide guidance about specific programs, research opportunities, career and internship opportunities, and post-graduate goals. To ensure consistency, accuracy and quality of academic advising at Wright State University campus wide, the [University Undergraduate Academic Advising Council \(UUAAC\)](#) was formed in 2006. Advisors from the Lake campus attend the UUAAC meetings through video conferencing. The Council was granted allied status by the National Academic Advising Association (NACADA) and adheres to the NACADA Statement of Core Values of Academic Advising. Students receive academic advising, especially in the first several years, from professional advisors and seek career mentoring and graduate school advice from faculty.

### **3D4 - The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical as appropriate to the institution's offerings).**

Wright State University takes pride in its beautiful 557-acre [Dayton Campus](#), which includes lush forests and a biology preserve. The university's state-of-the-art facilities include 32 academic and academic support buildings, 33 student residential buildings, and a world-class entertainment and athletics venue. [Underground Tunnels](#) connect 20 of 22 buildings in the academic section of campus, shielding students and employees from any adverse weather and adding to the university's national reputation for accessibility for those with disabilities.

Wright State University [Lake Campus](#), located on the north shore of Grand Lake St. Mary's about 70 miles north of Dayton, is the focal point for the educational and cultural advancement of the residents of West Central Ohio. The campus provides opportunities for advanced scholarship and continuing education, economic and technological development, and community service. The [Lake Campus Buildings](#), including the new [Agriculture Education and Water Quality Building](#) and the [Andrews Hall Building Extension](#) which houses the renovated Library and Nursing simulation labs, have the resources needed for its majors in Applied Technical Studies, Nursing, Education, Social Sciences, Natural Sciences, Arts and Humanities, Business, and Engineering. There are also three residential units and Athletic programs provided through the YMCA, which is adjacent to the campus.

### **Computing and Telecommunication Services (CaTS)**

CaTs operates and supports 35 on-campus computer labs and classrooms. In addition, CaTS assists several departments by managing and maintaining their student computer labs. These labs offer students both Macintosh and Windows computers, and provide access to a wide variety of software programs. The 130 electronic classrooms create new opportunities in teaching and learning by integrating computer, multimedia, audio-visual, and networking technologies. These classrooms are equipped with ceiling-mounted video projectors, sound systems, computers, VCR/DVD combo units

or Blu-ray players, and document cameras.

### **Clinical Spaces**

Wright State's Boonshoft School of Medicine is affiliated with seven major teaching hospitals in the Greater Dayton area and has formal affiliation agreements with more than 25 other health care institutions in the Miami Valley. This model, as opposed to a university-based hospital, exposes medical students and resident physicians to a diverse range of patients and health care facilities. Medical educators believe that this "real world" experience provides excellent preparation for medical careers in a rapidly changing health care system.

The College of Nursing and Health Sciences has over 500 clinical agreements/contracts for both undergraduate and graduate nursing students with hospital systems, schools, long term care facilities, physician offices and clinics.

Students in the School of Professional Psychology are supervised in their delivery of innovative solutions for under-served communities through the [Ellis Human Development Institute](#), which is accredited by the Council on Accreditation for Rehabilitation Facilities and certified by the Ohio Department of Mental Health to provide community mental health services. The Ellis Institute in downtown Dayton provides state-of-the-art training, service provision, and research.

### **Performance Spaces**

The Wright State Creative Arts Center houses the Department of Art and Art History, Theatre Arts (with areas in motion pictures, theatre, and dance) and Music, as well as Wright State Arts Galleries. The center also houses two concert halls and two theaters which provide settings for plays and dance performances; concerts by the orchestra, chorus, and several bands; and other performances and exhibitions by visiting artists as well as students and faculty. The [Creative Arts Center completed its renovation](#) and expansion in 2016. Improvements included a new university art gallery, stage combat studio, and dance and music studio space and classrooms. The Motion Pictures Program renovated the television studio into a new production studio that is now called the Tom Hanks Center for Motion Pictures.

### **Unique Learning Spaces**

Always seeking to enhance its infrastructure for teaching and learning, Wright State opened the new Student Success Center in 2015, which includes four active learning classrooms, a 225-seat auditorium, and informal student study areas. The 67,000-square-foot, \$14.3 million facility is the new unified home for many vital student academic support services. Currently a \$5.5 million two-year capital project is updating and renovating classrooms across campus.

The Raj Soin College of [Business Trading Center](#) in Rike Hall features a stock ticker, computer software programs from leading investment information providers like Bloomberg, Valueline, and Zacks Investment Wizard, and real-time coverage of financial markets from CNBC, CNN and others.

### **3D5 - The institution provides to students guidance in the effective use of research and information resources**

Wright State provides numerous resources and services to guide students in the effective use of research and information resources. These resources are available from Wright State Libraries, the Computing and Telecommunications Services (CaTS), Research and Sponsored Programs, and

individual colleges.

The [University Libraries](#) provide a fully staffed public computing area and information desk for students choosing to do their research in the library. These services are available during the Libraries' regular service hours. Help is also available online through the Libraries' [Ask a Librarian service](#). The Libraries' [Student Technology Assistance Center](#) (STAC) enables students to create technology-enhanced academic and creative works. STAC is staffed with trained student mentors providing a peer-to-peer learning environment that prepares students for an increasingly technological world. The Libraries' [Special Collections & Archives](#) guides students in using primary sources, such as historic documents, photos, and films in the research process. Archivists provide individual consultations, customized presentations, and orientations to introduce students to research techniques and basic search strategies and tools for using these unique primary materials. Outreach and instruction librarians work with faculty to present customized research instruction in many courses. Librarians also provide numerous specialized workshops online and on demand and frequently schedule individual research consultations with students. For students who prefer to start their research without librarian assistance, online research guides direct students to quality resources on selected topics. Students also learn about research and information resources through the Libraries' CORE Scholar, an institutional repository that collects and makes available the scholarly works of Wright State faculty, staff, and students.

The newly renovated [Lake Campus Library and Technology Center](#) provides free multimedia and scholarly information support and resources to the university. Resources include online research guides; access to media equipment, the library collections at both campuses, video streaming of academic films, and over 100 online research databases; work stations and conference rooms; and face-to-face assistance

Computing and Technology Services (CATS) provides extensive online documentation to assist students in using Wright State's many computing resources essential to learning and research including a comprehensive Getting Started page which then outlines services and other important information.

The colleges also provide support and training for student research that is specific to the discipline. The College of Science and Mathematics is a member of the Council on Undergraduate Research, an organization that supports and promotes high-quality undergraduate student-faculty collaborative research and scholarship. In addition to Council on Undergraduate Research, individual departments, such as Pre-Health Advising and Chemistry assist students in using research and information resources. The College of Engineering and Computer Science provides similar research support for undergraduates and offers many opportunities for innovative research activities and guidance at its Research Centers and Centers of Excellence.

The College of Education and Human Services provides guidance in the effective use of research and information resources in its Charles and Renate Frydman [Educational Resource Center \(ERC\)](#). The ERC provides access to current state-of-the-art materials, equipment and services benefiting educators, human services professionals, students, and others. Its mission is to serve as a role model in the use of technology and to offer support in preparing exemplary professionals. Additional information about the support provided by the Office of Research and Sponsored Programs for student research is discussed in Criterion 2.



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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### **3E1 - Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.**

Consistent with its [Mission](#) to "build a solid foundation for student success at all levels through high-quality, innovative programs," Wright State provides an extensive array of programs, services and activities that enhance student learning and development.

Below are examples of educational co-curricular programs and opportunities and recent reviews of some services:

- **Orientation**- Wright State provides several programs at the [Dayton](#) and [Lake](#) campuses to help students get further acquainted with the University and ease the transition to college. As noted in the [2018 review](#), Orientation services suffered from being combined with the Transfer Office. Orientation for Summer 2020 was redesigned and also needed to add innovative ways to reach students in a remote format.
- **Career Services** - Wright State provides students and employers with a network of connections to career services professionals, faculty, and resources and reports employment data to the Office of Institutional Research and Effectiveness that can be connected to alumni of specific programs. Career Service fully transitioned to the Handshake program in 2019, expanding students and alumni access to employer data and job postings nationwide.
- **First Year Programs** - The Student Success Center provides First Year Seminars, Raider Academy, and scholarships. This program measures GPA and retention of its students compared to a sample of students not in the program. As the number of students in the program has decreased due to funding decreases so has the GPA and retention rate of students in this program.
- **Student Organizations and Activities** - Wright State offers more than 250 student organizations, clubs, societies, and activities providing opportunities for academic enhancement, leadership experience, professional development and networking, community service, health and recreation, and social engagement.

Wright State sponsors fourteen Division I sports for men and women and is a member of the [Horizon League](#). The [Athletics Review](#) highlighted the academic achievements of its 250 student-athletes,

(the aggregate student athlete grade point average exceeded 3.0 for 52 consecutive academic terms; the average Graduation Success Rate (GSR) for student-athletes the last 3 years was 87%), their contribution to the community through 2,100 hours of community service, and their competitive success (winning the 2019 McCafferty Trophy – for best overall athletics performance in the Horizon League and six Wright State teams have qualified for the NCAA Tournament in the last three years).

**3E2 The institution demonstrates any claims it makes about contributions to its students educational experience by virtue of aspects of its mission such as research, community engagement, service learning, religious or spiritual purpose, and economic development.**

As stated in the Mission Statement, Wright State aspires to provide high quality innovative academic programs, conduct scholarly research, engage in community service, and support the economic development of the region. Responses to Criteria 3B5 and 3C demonstrate the quality of the academic programs and commitment to scholarly research.

Wright State's commitment to community engagement was recognized in 2015 by the Carnegie Foundation for the Advancement of Teaching which awarded Wright State the [Community Engagement Classification](#), a recognition through 2020. Students, faculty and staff volunteered over 100,000 hours in community service through events like [Raiderthon](#), [Raidersgiving](#) and [We Serve U](#) projects and many other events sponsored by student organizations and academic and non-academic units on campus. The primary institutional-level tool used to measure student engagement (enrichment through co-curricular activities) is the [National Survey of Student Engagement](#)

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## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Summary**

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In keeping with its educational mission, Wright State provides high quality programs through its colleges, schools and institutes. Wright State offers degree programs at the associate, baccalaureate, masters, and doctoral levels, as well as pre- and post-baccalaureate certificates. The quality of programs and goals for student learning are consistent, regardless of delivery modes or locations. Wright State's Core Curriculum plays a formative role in every student's undergraduate experience. Designed to provide both breadth and depth to a student's program of study, the Core Curriculum introduces students to key concepts and integrates the understanding and promotion of values essential to understanding global diversity, appreciating the arts and sciences, and promoting lifelong learning. Wright State supports students with diverse needs through offices such as Admissions, Student Success, Office of Disability Services, Cultural Identity Centers, University Center for International Education, and the Veterans and Military Center.

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

## Argument

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### 4A1 – The institution maintains a practice of regular program reviews.

#### Academic Program Review

Wright State is committed to maintaining a practice of internal and external program reviews in order to ensure educational quality. Between [2013-2016, Program Review](#) processes across the institution were aligned with the adoption of Wright State's Strategic Plan. All minors and degree programs underwent a comprehensive program. To ensure a more uniform approach was taken to the program review process university-wide, [templates](#) were created for program and departmental reviews and rubrics for evaluating programs and departments were created.

[The Assurance of Learning Committee](#) (ALC) oversees the program review process, as well as assessing program learning outcomes university-wide. This committee consists of faculty, associate deans, and deans across each college offering undergraduate programs and the dean of the Graduate

School. Two members of the ALC evaluated the program reviews conducted between 2013-2015 using a [Rubric](#). The rubric contained a 3-point rating of the following expected components of the review: alignment with university mission; program quality and distinctiveness; listing and assessment of learning outcomes; program relevance; faculty excellence; capacity for growth; and program enrollment and graduation rates. The scoring of each section was 1) room for improvement; 2) emerging; or 3) developed.

The findings from the [2015 Program Review Report](#) were provided to the department chairs, deans, and the Provost. The process was found to have limitations such as inconsistency in review structure and application of data and evidence as well as a lack of confidence in ALC members' understanding of the programs. Due to the limitations cited, these reviews were analyzed by the university Director of Assessment and not by the full ALC.

The 2019-2020 Program Review process implemented many changes to address the limitations of the previous reviews: all undergraduate and graduate majors were reviewed as separate programs within their respective departments and colleges; Institutional Research provided program level, [Quantitative Student Success Data](#) using the same formula for all programs; financial data were provided, but only available at the program level; faculty could provide narrative explanations of the quantitative data, supplement the review with other data they collected, describe results from annual assessments, and provide their program's story when describing its relevance to the university mission and program distinctiveness; the reviews were analyzed by the department chair, deans, and college faculty committee rather than by members of the ALC; Faculty Senate participation occurred by having Executive Committee members serve on the college assessment committee; and the reviews needed to discuss how the data will be used to make future program improvements.

Overall, there was much more faculty participation at all levels in the program review process than in past reviews, and many faculty have requested more program data from Institutional Research that can be utilized more quickly to improve student learning and student success outcomes. There were some concerns that the formulas for some of the financial data did not give an accurate picture of interdisciplinary programs or programs funded by two different colleges. The Provost reviewed a [Summary of the Recommendations](#) and accessed each program review template. The current review process is an alpha model providing valuable qualitative and quantitative data and will continue to be improved upon. Currently, each template must be reviewed for accuracy before posting to the Academic Affairs website.

Programs will resume implementing their annual assessment plans during 2020-2021 and submit [Annual Assessment Reports](#). The current program review plan is to review 33% of the programs at a time rather than all at once. Each program will still be reviewed every five years. Minors and certificates will be included in future program reviews. Data dashboards with [Key Performance Indicators](#) are provided to department chairs to assist with program decisions each semester and annually.

In addition to the reviews conducted at the university level by the Faculty Senate and the Graduate School, 20 programs at Wright State are professionally [Accredited](#) and are reviewed at regular intervals by regional or national professional bodies. These professional accreditation reviews are appropriately aligned and integrated with the internal university program review processes. A summary of the reaffirmation status for these programs is provided for [2019](#) and [2020](#). All programs were reaffirmed or in review.

## **Administrative Program Reviews**

The Academic Support and Co-Curricular Program Review Process has also improved much also over the last ten years. A [Program Effectiveness Review Committee](#), chaired by the Chief Information Officer and Faculty Senate Vice President, was formed in Spring 2018 consisting of faculty, staff, and administrators. Their charge was to develop a process for academic and administrative programs to identify strengths, opportunities, contributions to the mission, and measures of success. The review of Academic Programs was turned over to the Assurance of Learning Committee and was described above. Directors of administrative units were asked to provide the following [data points](#): 1) Number of full-time staff from FY 16-FY 19; 2) Total allocated budget for the same time period; and 3) Identify their customer base (students, faculty, staff, alumni, other). Directors were also asked to report on Key Performance Indicators, such as volume metrics, industry benchmarks, compliance, and customer satisfaction.

Sixty-six, [2018 Administrative Program Reviews](#) across fourteen administrative units were collected, analyzed, and posted to the Program Effectiveness website with an opportunity to provide [Feedback](#) to the reports. Members of the Program Effectiveness Review Committee met with the writers of each of the reports and provided feedback on how to utilize the data and how to adapt the data collection process, if needed, for future assessments. The biggest value of this process was the program improvement discussion that occurred within individual units as they completed the reports.

Additionally, the Provost and President called for separate reviews of the following academic support programs to guide program planning decisions as these programs were in transition of leadership: [International Student Services](#), [Office of the Vice Provost for Research and Graduate School](#), and [Office of Equity and Inclusion](#). Recommendations of International Student Services report have been implemented by the Associate Vice Provost for International Studies hired in 2016. The Office of the Vice Provost for Research was separated from the Graduate School with the appointment of an Interim Dean, as recommended in the report. The final report from the external consultant to the Office of Equity and Inclusion has not been completed at this time.

**4A2 - The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.**

Wright State has specific policies that guide the [Transfer of Domestic and International Courses](#), dual credit completed in high school through a program called [College Credit Plus](#), credit recommended for [Military Training and Experience](#) and statewide policies that govern the transfer of credit for all public institutions in Ohio. The [Ohio Articulation & Transfer Network \(OATN\) Policy](#), administered by the Ohio Department of Higher Education, guarantees seamless transfer of credit across Ohio's public institutions. Included in the policy are the Ohio Transfer Module (OTM), which governs general education courses; Transfer Assurance Guides (TAG) for foundational courses in more than 40 majors; Career Technical Assurance Guides (CTAG) which provide for transfer of credit earned in limited secondary or adult career-technical education institutions; and the Military Transfer Assurance Guides (MTAG) which provide transfer of credit for military education and experience. All of these [OATN Policies](#) are posted on the Wright State policy web site. The Registrar's Office creates course equivalencies for courses taught at all 36 public Ohio colleges and universities that meet the OATN policies listed above. Wright State equivalencies for [CTAGs](#) are posted on the Transfer web site.

Wright State also awards credits by examination and portfolio review through [Prior Learning](#)



[Assessment](#) (PLA). PLA includes the acceptance of course equivalencies for minimum scores on five external exams: [Advanced Placement](#) (AP), [College Level Examination Program](#) (CLEP), [DANTES Standardized Subject Test](#) (DSST), [Excelsior College Credit by Exam](#) (ECE), and [International Baccalaureate](#) (IB). [ODHE AP](#) and [ODHE CLEP](#) policies regulate course equivalencies across all Ohio public colleges and universities. Some departments provide their own PLA by exam or by portfolio review. Those [Wright State PLA Offerings](#) are posted to the Transfer Admissions web page. Students pay a \$150 fee prior to submitting the portfolio or taking the exam. Receiving a C or higher on the exam or portfolio results in a “P” grade posted for the course at the end of the semester. Students must be registered for other courses at Wright State and the credit is not counted as part of minimum 30 residency hours needed at Wright State. Faculty conducting portfolio reviews are encouraged to use the [Portfolio Rubric](#) developed by a state-wide PLA task force. Faculty in Organizational Leadership and Nursing have been trained on using this rubric. Between Summer 2017 and Spring 2018, 111 students received 503 PLA credit hours, primarily through credit by exam, which was 33 more credit hours than the previous year

In addition to the ODHE transfer guarantees, Wright State uses established undergraduate course equivalencies between schools, with decisions made by department faculty, often the chair, using the [Transfer Equivalency System](#) (TES) workflow approval process managed by the Registrar’s Office. All course equivalencies are posted on [Transferology](#), which is a national network available to students and advisors that documents college transfer credit agreements between institutions. This tool also includes academic program requirements to create a program plan showing course equivalencies and how they will apply toward degree requirements. Courses approved for credit that do not have Wright State equivalencies are posted as UNK (Unknown) or with the course prefix and no specific course number, such as ENG for an English course without WSU equivalency. Students may [Appeal](#) the decisions made from transfer audits.

Wright State has established [Transfer Guides](#) with Ohio community colleges that map out course equivalencies and a plan for students to complete 60 credit hours at the community college and an additional 60 hours at Wright State. The transfer guides follow the [Ohio Guaranteed Transfer Pathways](#) (OGTP) required by ODHE.

#### **4A3 - The institution has policies that assure the quality of the credit it accepts in transfer.**

Consistent with [Wright State and ODHE Transfer Policies](#) described above, the quality of the credit the university accepts in transfer is assured. Undergraduate transcripts are submitted to the Admissions office as part of the application process or when a WSU student is awarded credit from another institution. Upon receipt of an electronic (XML) transcript, received through the ODHE [Articulation and Transfer Clearinghouse](#) (ATC), or a paper transcript sent directly from another institution, the Admissions office matches the transcript to the student’s record in the CRM (Salesforce) and forwards the transfer request to the Office of the Registrar. The degree audit system (uAchieve) and Banner Student Information System automatically match the course equivalencies of each course that is already registered in the transfer tables. Faculty and advising staff also evaluate the courses term by term to assure policies are met (e.g. no developmental courses, appropriate grades based on the term the course was taken, special faculty evaluation for religion courses). When complete, a report is run to assure that no duplicate credit has been approved and that credit hours appear correctly. An additional quality assurance step is a daily report that reconciles uAchieve and Banner, identifying any errors.

At the graduate level, transcripts are sent to the Graduate School as part of the admission application process. The request for transfer credit is sent to the program director or advisor, who evaluates the

course content and suitability for the specific graduate program. If approved, the Graduate School also evaluates each course to ensure that all [Graduate Transfer Credit Criteria](#) are met, such as grades of “B” or better, courses are not beyond the seven-year limit and to verify that they are graduate level courses. Upon request of the Graduate School, the Office of the Registrar processes the transfer credit as is done for undergraduate transfer credit, and runs the reconciliation reports.

**4A4 - The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.**

Wright State maintains and exercises authority over the prerequisites and rigor of courses (See Criterion 3A), expectations for student learning (See Criterion 4B), and access to learning resources (See Criterion 3B). The [Course Schedule](#) links students to the catalog description of each course which lists pre-requisites. The Registrar's Office, at the request of the faculty, instituted a pre-requisite checking system to prevent students from taking courses for which they did not have the pre-requisite.

Wright State’s policy for [Faculty Qualifications](#) aligns with the guidelines provided by ODHE and HLC. Prior to 2018, the verification of faculty transcripts was completed in the departments. Since 2018, all credential verification must be approved by the Office of the Vice Provost for Faculty Affairs and by Human Resources. An official transcript must be obtained by any applicant. This transcript, along with a verification letter, is sent to Human Resources. Human Resources also performs an education verification as part of the review process prior to formal offers being made to prospective faculty.

At the graduate level, faculty credentials are verified through the [Graduate Faculty](#) Membership Nomination and Review process. All faculty including adjuncts must be reviewed and granted Graduate Faculty Status by the Dean of the Graduate School in order to teach graduate level courses. In addition to the Dean’s review, the Graduate Council Membership Committee is involved in cases where applicants want to substitute professional experience for either a terminal degree or traditional scholarship.

### **Dual Credit Programs**

Courses offered through the College Credit Plus (CCP) program, Wright State’s high school dual credit program, are equivalent in learning outcomes and levels of achievement to the counterparts offered on the Wright State campus. A CCP course offered at a high school must use the same textbook and syllabus (adjusted for terms and meeting times) as the course offered on the Wright State campus, have the same learning outcomes, and the performance of students (demonstrated by the portfolio of student work submitted by the high school instructor) must be consistent with that of students taking the course on the Wright State campus.

Each CCP instructor in a high school has a Wright State faculty mentor and must satisfy the same faculty credentials as full-time faculty.

**4A5 – The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

Wright State maintains specialized accreditation for 20 programs that are listed on the [Program Accreditation](#) web page. Each program provides the following information on its website: the name of and link to the accrediting body, program learning outcomes, assessment of program learning outcomes, and status of most reaffirmation process. Program accreditation summaries for [2020](#) show that all programs were reaffirmed or the reviews are in process.

**4A6 - The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and AmeriCorps).**

Wright State University utilizes several metrics to evaluate the success of its graduates. One of the data points for the 2019-2020 program reviews was Post Graduate Success, which included data provided by Institutional Research on: 1) Percentage of graduates pursuing advanced degree; 2) Percentage of graduates employed in Ohio (see Table 1 below); 3) Percentage of graduates pursuing advanced degrees and/or employed (#1 and #2 added together); 4) Median income of graduates employed in Ohio; and 4) Ohio employers who hired five or more graduates over the last five years graduates. Program faculty referenced these data as part of their program assessment. Faculty could also include student success data that they collected through alumni or employer surveys.

Another attempt to gather outcome data is the [First Destination Survey](#), administered by Career Services to all graduates within the first year following graduation. According to the most recent survey, within one year of graduation, 47% of graduates were working, 20% were continuing their education, 30% were looking for employment, 2% were going into the military, and another 1% were volunteering. Major limitations of this data include the very low response rate (14% for 2018-2019 graduates) and the self-reporting factor of using a survey.

The University's impact on the State of Ohio workforce is best measured through employment data obtained from the Ohio Department of Job and Family Services (ODJFS). In the past, the University System of Ohio periodically provided employment reports from ODJFS to each public institution in Ohio. Due to the irregularity of these reports from the state, the university built the infrastructure to do these analyses with ODJFS directly. Most recently, graduates of Wright State degree programs were matched with ODJFS wage records for the 2019 calendar year. These [Employment Data](#) demonstrate that high percentages of Wright State graduates from 2014-15 to 2018-19 for each degree level were employed in the State of Ohio in 2019. (Note, these numbers are most likely underestimated as the ODJFS does not provide information on graduates who may be employed by the federal government).

Another measure that Wright State utilizes to evaluate the success of its graduates, particularly for the purposes of advanced study, is the National Student Clearinghouse. According to the [National Student Clearinghouse](#), of the 11,500 graduates of Wright State bachelor's degree programs between 2014-2019, more than 20% pursued an advanced degree after graduation, in addition to or in lieu of joining the workforce.

Many colleges and departments track their alumni individually and use the information they gather to measure the success of their graduates and improve their programs. For example, the College of Education and Human Services maintains an [Educator Quality Data](#) website that reports information including passing rates on national exams required for licensure, employment in Ohio public schools,

satisfaction measures, and teacher effectiveness after graduation.

The Boonshoft School of Medicine (BOSM) graduates routinely [Match](#) at prestigious residency training programs across the country. Typically, 40 to 45 percent of graduating Wright State medical students choose residencies in primary care fields, while the majority choose other specialties ranging from anesthesiology to urology.

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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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#### **4B1 - The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

Wright State University has long ensured that its courses, general education curricula, academic programs, and co-curricular programs have clearly stated goals and processes for assessment. The university requires all new degree, minor, certificate, and endorsement programs to develop learning goals consistent with the Ohio Department of Higher Education's process for [Academic Program Approval](#) and Wright State's [Undergraduate](#) and [Graduate Program Approval Procedures](#). For any new proposal or modification to a program, learning outcomes must be submitted for review by the department, college, and university faculty in the Curriculog curriculum management system. Learning objectives for new courses, both graduate and undergraduate, also must be listed when syllabi are submitted for review. Learning goals for programs, such as Biomedical Engineering, are extracted directly from [Curriculog](#) and are clearly displayed in the [Catalog](#). Programs with professional accreditation align their learning goals with those of their accrediting bodies and review them in the accreditation cycle.

The Wright State faculty established seven learning outcomes for the general education program known as the Wright State [Core](#). The outcomes are shared with students during new student orientation and in advising sessions, and are listed on appropriate general education course syllabi.

All academic and administrative departments periodically are required to refine/update their goals for student learning and plans for assessing those goals. Learning goals and assessment findings for academic programs are reported annually and are thoroughly reviewed in the comprehensive [Academic Program Review](#) process that occurs every five years (2014-2015 and 2019-2020). Administrative unit goals and key performance indicators are carefully examined within their divisions, such as [Student Affairs](#), and are reviewed periodically at the university level through the [Administrative Program Effectiveness Review](#), which was developed in 2018. All academic programs at the Dayton and Lake campuses submitted updated [Assessment Plans](#) in 2019, such as the Lake Applied Business Technology.

The [Assurance of Learning Committee](#) (ALC) provides university-wide leadership and coordination for academic and co-curricular program review and the assessment of student learning outcomes. The



committee charge includes analysis of assessment data, coordination of assessment processes with professional accreditation requirements, collaboration with the Center for Teaching and Learning to provide training on assessment, and provision of assessment findings to the Faculty Senate's Undergraduate Core Oversight Committee, the Faculty Senate, and the Provost's Office to ensure University wide participation in the review process.

#### **4B2 - The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

Wright State University makes certain that course, program, general education, and co-curricular learning outcomes are assessed using effective processes. Each academic unit has a representative on the ALC who acts as an assessment coordinator and works with the faculty and staff to determine the assessment goals for the year for academic programs. The chair of the ALC works with program directors to develop annual assessment reports. [Middle Childhood](#) is used as an example.

In conjunction with its participation in the HLC Assessment Academy from 2012-2015, Wright State implemented a multi-year university-wide process to assess student mastery of the seven learning outcomes across the six Elements of the Wright State Core, and developed a sustainable process for continuous improvement in student learning. Each year, one of the six Elements is selected for evaluation of its learning outcomes. Faculty teaching those courses identify an assignment to measure the learning outcome. The student artifacts are collected in the TaskStream Aqua system and faculty assess the artifacts against a rubric based on the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics. These data are then shared with the faculty in departments and programs to help revise the curriculum to better support the Wright State Core learning outcomes. The [Core Assessment Results](#) are also submitted annually to the Faculty Senate.

All co-curricular and administrative units are reviewed periodically at the university level through the Administrative Program Effectiveness Review process, which was developed in 2018. See for example, the [Disability Services Review](#).

#### **4B3 - The institution uses the information gained from assessment to improve student learning.**

Wright State University faculty must document that they have used information gained from course and/or program assessment in several ways. Program faculty indicated on the 2020 program review the actions planned based on all of the data reported in the review; see [Organizational Leadership](#). In the annual assessment reports and in each program review, faculty must describe the actions they have taken, based on previous assessment findings, to improve student learning in their program. [Computer Engineering's Self Report](#) in 2017 is used as an example. As another example, in the [2016-2017 Undergraduate Psychology Assessment Report](#) faculty documented a number of steps taken to improve the *Introduction to Psychology* course including revising the learning objectives, reassessing lab activities and writing assignments, and adjusting alignment and timing of lecture topics to better align with lab topics.

Results of assessment of the Wright State Core are presented to the [Wright State Core Oversight Committee](#) (COC), the colleges and courses from which the data was collected, and are shared at a meeting of the Faculty Senate. These reports are also available on the Academic Affairs website. The COC reviews approximately one-sixth of all general education courses every year and has the authority to remove approval for courses that do not provide artifacts that show evidence that the course meets the required student outcomes.

In co-curricular and administrative programs, student learning is assessed primarily through indirect measures. Assessment results are shared and discussed with the staff in the unit to determine warranted actions. For example, the [Office of Residence Life and Housing](#) administers an annual “Quality of Life Survey” to all students living in on-campus housing, analyzes the data, discusses results with staff, and uses information gained from that survey to make improvements to enhance student learning and success. Additionally, as mentioned above, all co-curricular and administrative units report on their goals, key performance indicators, results, and continuous improvement efforts as part of the Administrative Program Effectiveness Review.

**4B4 - The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

Wright State’s ALC has representation from all colleges. Through this committee, departmental or college assessment coordinators are educated about assessment best practices and are urged to ensure that all academic programs in their unit have clearly stated goals for student learning, both direct and indirect methods of assessment, and hold regular meetings to review and discuss assessment findings to determine actions for improvement. Assessment data is reported on the Academic Affairs website after being shared with the ALC. The university continues to work to develop user-friendly online processes (such as Sharepoint in Spring 2019) to establish more reliable and sustainable methods for collecting, reporting, planning, and implementing change to assure Wright State is supporting and evaluating student learning.

In addition, the Core Oversight Committee meets 2-3 times during Fall and Spring semesters to implement the Core Assessment Plan. This committee works with the Vice Provost for Curriculum and Instruction. The committee submits [Meeting Minutes](#) and [Annual Reports](#) on their findings to the Faculty Senate meetings where recommendations are discussed and implemented where approved.

## Sources

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- 2018 Administrative Reports \_ Program Effectiveness Review
- 2020\_Core\_Assessment\_Report
- 2020\_Core\_Assessment\_Report
- Academic Program Review \_ Academic Affairs \_ Wright State University
- AcademicProgramReviewGuidelines
- Annual Assessment Report Examples
- Assessment Plan LAKE Applied Business Technologies (ABT) Associate Degree
- Assessment Questions on 5 Year Program Review
- Assurance of Learning Committee \_ Academic Affairs \_ Wright State University
- Catalog Learning Outcomes Example
- Changes Based on Assessment Housing and Residence Life
- Computer Engineering 2017 Report
- Core Reports on Website
- Core\_Oversight\_Committee\_-\_Minutes\_-\_9-23-19
- Curriculog Program Proposal
- Disability Services Review 2018
- Graduate Curricular Approval Procedures

- Program Effectiveness Review Overview 2018
- Psychology BA and BS Assessment 2016 2017
- Student Affairs Divisional Goals 2017
- Undergraduate Curricular Approval Procedures
- Wright State Core Learning Outcomes
- WSU Core Oversight Committee Charge and Membership

## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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**4C1 - The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

To ensure university-wide input, involvement, and oversight of student success initiatives, the [Campus Completion Committee](#) was constituted at the beginning of the Fall 2013 semester. The committee's charge included the development of a plan to provide a detailed outline of the next steps in Wright State's commitment to maintaining the mission of access to higher education while enhancing the educational experience, student learning, and degree completion. The Campus Completion Plan, reviewed and updated in [2014](#), [2016](#), and 2018 includes five-year goals for improvements in student retention and graduation. The [2018 Campus Completion Plan](#) represents the continuation of a series of initiatives to enhance student learning, progress, and degree completion at Wright State University. The programs detailed in the Plan align with the University mission to expand access to students underrepresented in higher education and our commitment to "meet students where they are" by facilitating a successful transition to college through strong curricular programs, proactive advising, and a comprehensive academic and social support infrastructure.

Work is underway to evaluate progress toward goals, make refinements, and set new priorities for the 2020 Campus Completion Plan. All Campus Completion Plans are presented to the Board of Trustees for approval, before being submitted to ODHE.

**4C2 - The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

A number of data sources are used to inform practice and to make improvements that enhance student retention, persistence, and completion of programs. The university regularly collects,

examines, and publishes data about student success on the university's website and the [College Navigator website](#) via IPEDS surveys. In addition, the university holds membership in the Consortium for Student Retention Data Exchange (CSRDE) and collects, shares, and analyzes institutional student success data in comparison to national benchmarks made available through [CSRDE initiatives](#). Current academic year data is available on the Office of Institutional Research and Effectiveness (OIRE) website in the online [Fact Sheet](#) which contains information on student enrollment, faculty, tuition rates, facilities, and college administrative personnel and in the online posting of [Retention and Graduation Rates](#).

To empower constituencies (i.e. deans, chairs, faculty, staff) to obtain up-to-date enrollment, completion, and other important data at any given moment, in 2018 OIRE unveiled a number of newly developed interactive [Key Performance Indicators \(KPI\) dashboards](#). These dashboards not only provide the campus community on-demand access to a myriad of enrollment and student success data, but also enable users to obtain data at the level most-suited to their needs, including campus-, college-, department-, and program-level data. The OIRE also provides each college, department, and program with data on enrollment, retention, graduation, advanced study, and employment as part of the university's periodic program review process.

In combination, these data sources help Wright State set goals and improve outcomes in retention, persistence, and completion rates. Data in these reports track student cohorts across institutions and state boundaries, giving an accurate portrayal of the outcomes of student progress and success.

**4C3 - The institution uses information on student retention, persistence, and completion of programs to make improvements warranted by the data.**

Wright State is a member of the Education Advisory Board's (EAB) Student Success Collaborative. The Student Success Predictive Workbook, provides student success information by academic program based on student preparation, courses and grades that predict success, and DFW rates in gateway courses for each program. Two recent significant curricula changes that were instigated by the review of student progress were the redesign of the foundational mathematics program and the development of the co-requisite remediation in English composition.

Continued reform in developmental education has included co-requisite remediation models in both math and English. Data from the [Strong Start to Finish](#) report show these strategies are making a difference in completion of gateway math and English courses. Most recent data show that 57% of first-time, full-time students completed their gateway English course. This is a 5% increase over the previous year. Of significance, is underrepresented minorities who experienced gains from 51% to 61% in one year. Also, 59% of first-time, full-time students completed their gateway math course. This is a 12% increase from the previous year. Again, underrepresented minorities had significant gains: from 33% to 47%. It is likely that co-requisite remediation is a primary driver; however, the proactive outreach of advisors and the development of educational planning documents may also contribute to increased student completion. Providing for clear and coherent pathways has been the focused work of academic advisors and the faculty in math and English

In 2018-2019, the College of Education and Human Services launched a study examining student academic performance, retention, and degree completion in relation to a number of demographic variables including but not limited to high school grade point average, high school typology as designated by the Ohio Department of Education, standardized test scores, sex, race/ethnicity, and county of residence. The study, which included students who had entered the university as first-year or transfer students in year 2012-2019 and tracked their outcomes over time, provided the college

with critical previously unknown information about barriers to student success. The results of the study were shared broadly across the college and university and were used to inform the development of an Educator Preparation Recruitment and Retention Plan and [an Intervention](#) for students earning below 2.0 their first term, among other initiatives to enhance student success in the college. The Raj Soin College of Business recently launched a similar study using a similar data model and plans to use the results to make improvements warranted by the data.

**4C4 - The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.**

Wright State uses [IPEDS](#) guidelines and definitions to keep data consistent and accurate. [Institutional Research and Effectiveness](#) (IRE) reports the official university retention, persistence, and completion rates. Wright State reports student information to ODHE, the National Student Clearinghouse, IPEDS, Ohio's Higher Education Information System (HEI), the Consortium for Student Retention Data Exchange, College Board, Princeton Review, Peterson's, and US News and World Report. Some academic units are also responsible for reporting their program's rates to the state or federal government. For example, the College of Education and Human Services completes its own Title II and ODHE Metrics Accountability System reporting, with IRE providing the data.

Traditionally, Wright State has tasked employees with extracting data from one or more University databases to create new data sources, often in the form of Excel files, for internal and external reporting. Data cleansing and data imputations would often occur within the Excel files and these files would become the primary source of data for decision-making, such as the Student Fact Book, and Academic Data Series. Frequently, the knowledge and expertise about how these new data sources were constructed and data definitions were derived were known by only one employee creating a liability for the University.

As a result, the University created a [Data Governance Committee](#) in 2017 to begin discussions about maintaining data integrity within the University databases and to reinforce data stewardship. Recording and managing data responsibly are foundational to ensuring data are accurate, reliable, and readily available for dissemination with ease. Additionally, the knowledge and expertise about data sources and data definitions is shared among several employees reducing the impact of knowledge loss when employees exit the University.

To that end, Data Governance committee members worked closely with employees from various units responsible for entering and maintaining data within the University databases that feed to the operational data store. In some cases, audit or error reports have been created to assist end-users in cleansing data directly within the database. As data management and business processes are understood, identifying how those data should be captured and prepared for sharing becomes clearer.

A major goal within IRE is to build sustainable data points informed by business operations so that data can be retrieved readily by administration and the campus community via reports and interactive dashboards. Instead of having one employee create an annual report (e.g., Student Fact Book or Academic Data Series), those same data points can be made immediately accessible via business intelligence tools. An added benefit to the automation of data dissemination is that employees within IRE can spend less time preparing spreadsheets and more time conducting data analysis and



exploration, building predictive and prescriptive models, and scoring student records to assist academic and non-academic units in improving business operations.

Work continues to expand and improve these tools, including development of new interactive dashboards, additional direct feeds, and enterprise data management policies that will further improve accuracy, consistency, and access.

## Sources

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- Campus Completion Committee
- Campus Completion Plan 2014
- Campus Completion Plan 2016
- Campus Completion Plan 2018
- CEHS Academic Intervention
- College Navigator - Wright State University-Main Campus
- CSRDE STEM Survey
- Data Governance Committee \_ Institutional Research and Effectiveness
- Fact Sheet Wright State University
- Institutional Research and Effectiveness
- IPEDS\_ Compliance Reports \_ Institutional Research and Effectiveness
- KPI Dashboards
- Retention and Graduation Rates
- Strategic Plan
- Strong Start to Finish CLASS Interim Report AUG 2019
- Student Fact Book 2015\_ 2016
- Student Success Report 2015\_2016

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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The University has in place a number of processes to monitor, evaluate and improve the quality of its offerings and students' overall educational experience. This includes faculty oversight of the development and maintenance of academic programs and policies, a commitment to continuous improvement through assessment of student learning, and academic and support programs to improve retention, persistence and graduation rates. Program quality is evaluated using a number of approaches including cyclic academic program reviews, disciplinary accreditation, and an extensive review process for approval of new programs. Wright State has well defined policies for transfer credit, credit by examination, and awarding credit for experiential learning. Faculty qualifications are established by each academic unit and consistently applied across all disciplines and programs.

Student learning is assessed across the University in both academic and co-curricular programs. Student learning outcomes are developed for each undergraduate and graduate course and program, including the Core Curriculum. The information gained from assessment is used to inform improvements to both courses and programs. In addition, the Office of Institutional Research and the Campus Completion Committee monitor student retention and progression to develop and update student success initiatives and the Board of Trustees approved Campus Completion Plan.

### Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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#### **5A1 - The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

Since the HLC visit in March 2016, Wright State needed to annually implement budget remediation plans in order maintain the physical and technological infrastructure sufficient to support its operations and its mission. Executive leadership in the President, Provost, Chief Financial Officer, Vice President for Enrollment Management positions, and Board of Trustees membership changed two to three times during this past four-year period. These changes impacted how the budget expenses, revenue, enrollment projections, and budget strategies were presented at the annual Budget presentations and other faculty and Board of Trustee meetings throughout the year.

This section will capture those changes by summarizing budget strategies implemented beginning in 2017, responses Wright State made to a required financial update requested by HLC in 2019, and the current preparations for the annual budget report in June 2020.

Factors outlined in the [Board of Trustees January 22, 2016 Finance Committee Minutes](#) that increased expenses and decreased enrollment were: ODHE freeze of undergraduate tuition beginning in 2012; reduction of investment returns; spending on property investments with the projection of growth in enrollment; decrease in enrollment from the peak of 20,000 students in the last quarter

before the semester conversion; and reduction of [ODHE State Share of Instruction \(SSI\)](#). There were decreases in enrollment of graduate and international students, while continuing to meet the [College Preparatory Remediation](#) needs of many Wright State students. These factors resulted in the university operating on a deficit budget the previous two years, relying on reserve funds. Below is a summary of progress of meeting the five goals of the Finance Committee introduced at this meeting.

### *Growing Enrollment and Graduation.*

As reported in 2016, there was a 4% increase in enrollment for Fall 2015, but enrollment was flat in Fall 2016 and decreased in each of the subsequent years with an overall 15% decrease from Fall 2015 Total Enrollment of 14,795 to a Fall 2019 total enrollment of 12,539. [Total Enrollment](#), as reported in the annual HLC Institutional Update, and to IPEDS, included part-time and full-time degree-seeking students attending Dayton and Lake Campuses, whereas the Fall 2019 enrollment of 13472 reported on Wright State's Fact Sheet includes non-degree seeking students and students enrolled not-for-credit. Additional factors impacting enrollment were nation-wide decreases in direct-from-high-school applications, negative impact of disruption to classes in Spring 2019 due to a three-week faculty strike and negative impact in Spring 2020 of all classes being taught remotely due to the COVID virus. Enrollment strategies in 2017 included reaching out to 40,000 high school juniors and seniors in Ohio, Indiana, and Illinois via mail, email, and phone calls, and enhancing orientation and open houses, including content directed at transfer students. The enrollment plan presented to the Board of Trustees in 2019 included targeting transfer students, especially those from the three local community colleges; enrolling in the “common app” that allows students to include Wright State and other schools on the same, online application form; improve student retention; develop new programs and enhance existing programs to provide a qualified workforce for the region; expand online offerings; and implement an aggressive marketing plan.

### *Strategic Hiring*

As reported in 2016, 69% of Wright State’s \$333,820,000 [FY 2017](#) unrestricted operating budget was dedicated to human capital – wages and benefits. Despite the FY 2017 expense reduction by \$12 million dollars, the budget still relied on \$15.6 million from reserves.

In an effort to manage resources in alignment with Wright State’s strategic plan and achieve the budget goals set forth by the Board of Trustees, a [Strategic Hiring Process](#) was established in October 2015, that centralized the approval for positions and the related budget under the leadership of the Provost and the Chief Financial Officer. This process continues to this date.

A Voluntary Retirement Incentive Plan resulting in 153 employee retirements and a Reduction in Force plan across campus were implemented as part of the budget remediation in 2017 to reduce the budget by \$30 million, which included adding \$5 million to the reserves. [FY 2018](#) and [FY 2019](#) budgets continued to monitor hiring in order to achieve additions to the reserves, primarily by not replacing many vacant faculty and staff positions. The [FY 2020](#) budgeted assumed a reduction in enrollment of 16% in response to negative press related to the Spring 2019 faculty strike and savings in attrition to balance.

Monitoring hiring practices and the reductions in force have resulted in a 6% overall decrease in [Institutional Headcount](#), from 2,844 in Fall 2017 to 2,671 in Fall 2019. Institutional head count, as reported in HLC Institutional Updates and IPEDS included part-time and full-time faculty, administration, and staff. Total faculty increased by 37% (1,057 to 1,452); full-time faculty decreased by 26% (922 to 683) and part-time faculty increased by 360% (167 to 769). Part-time

faculty included adjuncts and graduate assistants. Total administration decreased by 14% (926-795); full-time administration increased by 12% (670-762) and part-time administration decreased by 87% (256 to 33). Administration included faculty who held positions such as president, provost, and dean. Staff had the largest decrease, 51% (861-424); full-time staff decreased by 50% (809 to 401) and part-time staff by 56% (52 to 23). Some of the institutional head count fluctuations were due to the fact that in some years, employees from Affiliated Entities were included in the count. President Schrader presented similar data at the November 2018 Senate meeting comparing the following decreases at Wright State between 2008 – 2010: 1) Enrollment decreased by 16%; 2) Faculty decreased by 6.3%; 3) Administrative staff decreased by 20.7%; and 4) Staff decreased by 24.4%.

### *Centralized Space Planning*

The Office of Facility Operations Capital Project Reports highlight the use of ODHE capital funds to increase the efficiency of classroom and academic support facilities and technology. These funds are requested in conjunction with the state's biennium budget. Some projects from the [2015 Capital Plan](#) that are completed include modernization of classrooms with technology and downsizing some of the larger lecture halls; transforming sections of the Student Union to expand Career Services and services to international students; modernization of the Creative Arts Center and the Media Incubator, which provides media and video services to the campus and community; creating the Data Analytics and Visualization Environment (D.A.V.E) in the Raj Sooin College of Business; and the creation of the Center for Translational Healthcare Modeling and Simulation in the College of Nursing and Health. In addition to completing the previous facility improvements, a priority project that was completed in the [2017 Capital Plan](#) was building an extension to the Lake campus that now houses the library and a renovated Nursing lab space. The priority project for the [2019 Capital Plan](#) was the modernization of the Dunbar Library on the Dayton campus.

### *Tighter approval procedures for new projects and Tighter contract controls*

In 2017, the Board of Trustees approved the [Financial Governance Policy](#) which clarified the role and composition of the monthly Finance, Audit, and Infrastructure Committee (FAI), established financial performance benchmarks, established governance of strategic investments and purchase and expenditures, established financial indicators to be reported at each FAI Committee meeting, and required review of the annual audits. The financial benchmarks are: 1. Maintain a minimum Moody's credit rating of A2 – Stable; 2) Composite Financial Index (CFI) of 3 or higher; 3) Revenue should exceed expenses by at least 2-4%; 4) Primary Reserve Ratio no less than .40, 5) Manage debt levels to not fall below 1.25; 6) Short-term liquidity will be maintained at a ratio of at least 1.15 and intermediate liquidity maintained at a ratio of at least 1.0; 7) Positive cash flow will be maintained. The following contract approval process is in place: 1) Notification to the FAI Committee of purchases between \$150,00 and \$249,999; 2) Approval by the FAI Committee of purchases between \$250,000 and \$499,999; 3) Full Board approval of purchases of \$500,000 or more; 4) Annually provide a list of external consultants paid more than \$50,000 per year; and 5) Annually provide a list of all stipend allowances and bonuses paid by the university. Monthly reports to the FAI Committee must include monthly cash report, monthly revenue and expense report, and five-year trends for annual financial performance benchmarks.

The Board of Trustees passed the [Investment Policy](#) and [Affiliated Entity Policy](#) in 2016. The parameters of the university investment policy are carried out by the FAI Committee. The Wright State Bursar provides an update of investments at the monthly FAI Committee meetings. In order to safeguard the working capital (non-endowment) funds, the BOT's FAI Committee recommended the University pursue a conservative asset allocation in order to minimize the potential loss to the

portfolio in the event of a significant market downturn. Over the next three fiscal years (FY17, FY18, and FY19) investments were shifted from various equity categories, fixed income/high yield bonds, and alternative investments to a much higher allocation in cash/cash-like equivalents and short/ultra-short bond funds. This allocation shift resulted in the portfolio moving from an allocation of 41% cash/cash equivalents and 59% in diversified long-term investments (bonds, equities, and alternative investments) at the end of FY17 to an allocation of 85% in cash/cash equivalent investments with 15% remaining in longer-term equity investments at the end of FY19.

As described in Criteria 2A, the above financial measures did prevent Wright State from being under fiscal watch by ODHE, but the Composite Fiscal Index between 0 and 1 two years in a row resulted in a required update to HLC in 2019. Additionally, Wright State's [Moody's Rating](#) went from A1 Stable (2012) to Baa2 Negative (2017), with a credit positive issuer comment resulting from resolution of the faculty strike.

Following is an update to the items approved by the HLC on June 24, 2019 as evidence that [No Further Financial Monitoring](#) was required: 1) [Audits in FY 2016, 2017, 2018, and 2019](#) demonstrate the progress for securing financial security of the institution. On June 30, 2019, Wright State University had total assets and deferred inflows of \$540M with total liabilities of \$461M. Annual operating revenues and expenses were \$208M and \$302M in fiscal 2019, respectively. Additional net non-operating revenue and expense items such as state appropriations, federal grants, and gifts totaling \$121M contributed to a total increase in net position of \$28M. 2) The reports from the [April 2020 FAI Committee](#) demonstrate the implementation of the Financial Governance Policy for reporting financial benchmarks and seeking approval of contracts. 3) Data in the monthly reports continue to guide the Budget approval process. Reports from the [May 2020 FAI Committee](#) demonstrate budget cuts that will need to be made in response to the financial impact of the COVID virus. The current budget process will be discussed in 5A3. 4) Enrollment management. Wright State is implementing the enrollment strategies listed in the HLC letter, but due to the COVID virus Wright State plans to offer more remote courses in Fall 2020, which is a deterrent for some students and is expected to result in at least a 10% reduction in enrollment. Projections stated in the HLC letter and the actual enrollment are as follows: Summer 2019 - projected enrollment of 5,296; actual was 4,981; Fall 2019 – projected enrollment of 13,885; actual was 13,125; Spring 2020 – projected enrollment of 12,570; actual was 12,136. The enrollment goals will be reassessed by the new Chief Recruitment and Admissions Officer who began on June 1, 2020. 5) Financial Sustainability models show that the overall operating expenses need to be reduced to be in line with the declining enrollment. 6) Wright State is developing Contingency Plans to reduce the budget over a three-year period. Those plans are not finalized at the time of this report.

## **Physical Infrastructure**

Wright State University Dayton Campus is located on 557 acres, over 200 acres of which is densely wooded and used for recreation and faculty research. The Dayton Campus has 28 academic and support buildings including classroom, mixed academic/research, primary research, student union, athletic, assembly, recreation, administrative support and service buildings. There are also 30 student residential buildings. The Wright State Lake Campus sits on 211 acres located on the north shore of Grand Lake St. Mary's in Celina, Ohio. There are five academic and academic support buildings and two student residential buildings at the Lake Campus.

The University typically engages in capital projects in the planning, design and construction phases



that total from \$10-20 million at any given time. A 6-year Capital Plan is maintained consistent with the University's strategic plan. This plan is weighted toward investment that will maintain existing assets in alignment with guidelines from the ODHE and the Governor's office. The capital projects that supported Wright State's mission and purpose were described above.

In a presentation to the Faculty Senate in December 2019, Greg Sample, Chief Operating Officer, reported that a 2019 space audit determined that 76,623 square feet of office and lab space are underutilized. This creates opportunities to consolidate, embrace interdisciplinary approaches, and support third party partnerships.

Wright State is well positioned to meet the physical infrastructure needs of the Dayton and Lake Campuses into the future through a continuing strategy of capital expenditures using state, donor, and university funds to maintain and improve its physical assets.

### **Technical Infrastructure**

The core mission of [Computing and Telecommunications Services, \(CaTS\)](#) is to support the information technology needs of students, faculty and staff. CaTS operates and supports 35 on-campus computer labs and assists several departments by managing and maintaining their student computer labs. These labs offer students both Macintosh and Windows computers, providing access to a wide variety of software applications. In addition, CaTS operates several specialty lab spaces including the Adaptive lab for students with disabilities, the ArcGIS lab for geographical mapping, Music and Theater labs for Creative Arts students, and a Quiet lab for students with attention disorders and several 24-hour labs for student computing access. Wright State's 130 electronic classrooms create new opportunities in teaching and learning by integrating computer, multimedia, audio-visual, and networking technologies. These classrooms are equipped with wireless capability, ceiling-mounted video projectors, sound systems, instructor computers, Blu-ray players, and document cameras. Portable equipment is provided to other learning spaces on as-needed basis.

CaTS maintains four classrooms at the Dayton Campus and two at the Lake Campus outfitted with Interactive Video Distance Learning (IVDL) systems. IVDL Systems allow Faculty members to teach a class at either Campus while including students from other off-site locations and universities. Our Student Success Center offers four large-scale active learning classrooms providing unique learning experiences to our students.

CaTS supports faculty and students in their use of the Panopto lecture capture software. Panopto allows students to view content recorded during a class session made available to them by the course instructor. Most often these recordings consist of PowerPoint presentations synced to the instructor's voice, but can also include other types of content, such as video recordings of the lecture.

The CaTS Help Desk provides a laptop checkout service where registered students, staff, and faculty can check out a Macintosh or Windows laptop. The laptops are available for checkout for up to four hours, free of charge. CaTS provides extensive online documentation to assist students in using Wright State's many computing resources essential to learning and research including a comprehensive [Getting Started](#) page which then outlines services and other important information.

The [Wright State University Libraries](#) continue to evolve to meet the changing needs of students and faculty. Electronic journals and databases are essential components for research and education. OhioLINK and Interlibrary Loan extend the books, journals, and electronic resources available to Wright State faculty and students to those held by over 90 institutions of higher education across the

state. The library maintains a repository called [CORE Scholar](#) that allows faculty and students to disseminate publications, presentations, course materials, and other electronic educational resources. The library is also an official [U.S. Patent and Trademark Resource Center](#). In 2016 the Faculty Senate created a Library of the Future Taskforce to review library operations. Recommendations were made to consolidate library IT staff with central campus IT (completed in 2018), create a Library Faculty Advisory Board (formed in 2018), improve the library materials budget and physical facilities. The Libraries received \$2 million in multiple state capital funding projects to upgrade four elevators, carpeting and stairwells, furniture, and create private study rooms. This work was completed in January 2020. The materials budget remains a challenge.

The [Center for Teaching and Learning \(CTL\)](#) provides technologies, techniques, and training to enhance faculty pedagogy and student learning. CTL promotes excellence in teaching through training in the use of technology and various pedagogical methods to best meet the needs of the students and faculty. Through faculty partnerships, teaching innovation grants, workshops, and newsletters, faculty have access to continuing education and growth as educators. The CTL classroom website provides information about all registrar-scheduled classrooms including the equipment and technology that are available in the room(s) assigned to faculty to teach their classes. As was mentioned in Criteria 1, CTL provided extensive support for faculty and students during the conversion of all courses to [Remote Teaching](#) in Fall and Summer 2020.

**5A2 - The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a super-ordinate entity.**

Wright State's annual resource allocation process designed to align with and support the priorities of the strategic plan was described in 5A1. Monthly reports given at the Board of Trustees Finance, Audit, and Infrastructure Committee (FAI) provide ongoing indicators of Wright State's financial status. These monthly reports guide the annual budget process, culminating in the budget presentation and approval in June. Faculty, staff, and students have attended the public monthly Finance committee meetings, annual Budget presentations, and remedial budget forums in 2018 and 2019. Faculty, through the Faculty Senate and AAUP, have emphasized the educational purpose of the university during budget discussions. Students have voiced their concerns through the two student representatives to the Board of Trustees and through the Student Government Association meetings with administration.

Cost cutting measures, along with a focus on the Board of Trustees objectives stated above in 5A1, resulted in a decline of unrestricted operating expenses in 2017 of \$277.4 million to unrestricted operating expenses in the [FY 2020 Budget](#) of \$257.2 million. There was a continued decline from 2009 to 2019 in enrollment (30.1%), staff (25%), administration (23.7%), and faculty (8%). Enrollment strategies included the increased use of technology and marketing to connect with students, increased implementation of 2 + 2 transfer pathways from local community colleges, focus on non-traditional students, improvement of student retention, and expansion of online offerings.

The annual budgets identify auxiliary services needed to support the educational purposes of the university: Bookstores at Dayton and Lake campuses; Hospitality Services, Athletics, Lake Campus Housing, Nutter Center, Parking and Transportation, Residence Services (Dayton Campus); Student Union, and Vending. Auxiliary services accounted for 4-6% of the budgets from FY 2018-2020.

Not listed in the budgets are the collaboration with affiliated entities, which are monitored through the Board of Trustees Affiliated Entities Policy and Governance and Compliance Committee.

**5A3 - The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

Wright State's fiscal resources prioritize the goals of providing high quality teaching and support for student learning, as evidenced by at least 70% of its [Budget Allocated](#) to instruction, research, academic support, scholarships, and student services. The FY 2019 Budget realigned the academic priorities from the previous five-year average (FY 2012-2016). For example, there was an increase in instruction and departmental research and decreases in scholarships and separately budgeted research. The FY 2019 budgeted expenditures were \$143,852,648 below the previous five-year average due to adjusting to the decrease in enrollments.

The FY 2021 budget discussions must account for an even greater budget reduction due to the impact of COVID 19. These discussions are incorporating a realistic alignment of resources, organization, and opportunities to meet the mission “to transform the lives of our students and the communities we serve” by supporting student success, conducting research and creative endeavors, contributing to community service, and driving the economic revitalization of the region.

The most recent financial analysis and budget projections were presented at the April and May 2020 FAI Committee meetings. A projected surplus of \$1.5 million for the current fiscal year was revised to a deficit of \$11.5 million due to an anticipated cut of 5% to state support of instruction, reduction of sales and services and other sources of revenues and expenses related to refunds for Spring 2020, and conversion to all remote classrooms. Measures stated in the [April 20, 2020 President's Message](#) taken to reduce this deficit were a 20% reduction of pay for the President, Provost, Deans, Vice Presidents, and Vice Provosts in May and June; hold on all non-critical university-funded capital projects; freeze on all new contractual agreements for goods and services; elimination of all discretionary non-compensation spending; moving campus facilities into a low energy usage mode where possible; and freezing all university-issued credit cards. On [May 15, 2020 President Edwards](#) asked current employees to consider a reduction in work hours in June and July. The university will help the employees apply for unemployment funds available through the federal CARES Act.

The above measures contributed to reducing expenses, and projected expenses for the current fiscal year were revised downward by almost \$8 million as reported at the May 2020 meeting. Revenues were revised upward by \$1.9 million as the actual cut to state support for instruction was 3.8% rather than the anticipated 5% and refunds to housing, meals, and parking were expected to be covered by the institutional portion of the CARES Act. There will be savings of \$250,000 in June based on the 300 employees who voluntarily reduced their hours in June. Other savings came from the alt to expenditures in April through June 2020.

Staff and faculty across the entire campus are preparing budgets with the expectation that Wright State's revenues will not exceed \$201 million due to an expected student head count near 10,000 between FY 2021 and 2023. Thus, a three-year budget is being prepared to reduce Wright State's current expenditures of \$260 million by \$59 million. The final budget has not presented and approved at the time of this report.

**5A4 - The institution's staff in all areas are appropriately qualified and trained.**

Wright State follows the Faculty Credential policy to assure that hired faculty, full- and part-time, meet the HLC qualifications for teaching their content area. [Faculty degrees](#) had been verified within departments up until 2018, when Human Resources and the Vice Provost for Academic Affairs began this verification process. [Staff degrees](#) must also meet minimum requirements for the relevant

position. Human Resources verifies that all new hires meet the credentials posted to the job description. The [List of all Full-Time Faculty with their Degrees](#) are included in the online catalog.

Wright State values its employees and supports their professional and personal growth. Performance management includes a [Manager's Tool Kit](#) as a resource for managers and supervisors providing best practice for hiring and performance appraisals. In 2014, Wright State created an extensive, mandatory [New Employee Orientation](#) for all new employees. Orientations cover key policies, complete benefit information, health and safety services, and general information about Wright State and offerings to its employees. In addition, all new staff members are required to complete an online training which includes Sexual Violence and Discrimination and Harassment within one week of their hire date. This information is tracked in Banner for compliance. Information on many areas of employment at Wright State are available on the [Human Resources](#) web page. Resources are organized by area - benefits, compensation, careers, professional development, and policies and resources – and are supported by regular communications to the general university community.

In FY17, the university started the [Wright Leader Academy](#) program. The objective of the Wright Leader Academy is to develop and strengthen leaders on our campus community and promote a culture of inclusivity and excellence for all supervisory/leadership positions. This cohort-based program is our organization's premier development experience and is intended to increase a leader's capacity to contribute to the mission and strategic goals of Wright State University, increase collaboration among administration and academics, and foster greater organizational engagement among participants. The program is in its fourth year.

#### **5A5 - The institution has a well-developed process in place for budgeting and for monitoring expense.**

The [Division of Business and Finance](#) provides leadership, advising, and reporting on the financial and business affairs of the university. The division is comprised of the Office of Budget, Planning, and Resource Analysis, Office of the Bursar, and Office of the Controller. Collectively, the division is responsible for the university's budget allocations, cash collections, payment services, and financial reporting. The division establishes and monitors procedures, processes, and systems to assure appropriate controls on financial transactions. The division also ensures that accounts are properly reflected in both internal and external financial reporting.

The Office of Budget, Planning, and Resource Analysis, with input from university stakeholders, develops the university's annual budget allocations. The university's annual budget is presented to the campus in a Budget Presentation forum in June and requires Board approval for adoption. The budget is disseminated and monitored through the use of centrally reporting staff of Business Managers. The departments within the Division of Business and Finances prepare both monthly interim cash flow projections and budget variance analysis reporting to inform senior leadership's decision-making. In addition, this reporting is required to be presented and vetted openly with the Board of Trustee's Finance Committee eight times per year.

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## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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**5B1 - The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

The [Bylaws of the Wright State Board of Trustees](#), which outline their obligation to the University, were discussed in Criterion 2C1.

The Board revised its subcommittee structure in 2016 by expanding the Academic Affairs Committee to include Enrollment Management updates; expanding the Finance Committee to the Finance, Audit and Infrastructure Committee; creating the Governance and Compliance committee; and creating the ad hoc Special Committee on Medicine and Health. An overview of each of these committees was presented in Criteria 2C1.

An Executive Committee is composed of at least four members of the Board of Trustees appointed by the chair and approved by the Board. The Executive Committee will normally consist of the chair, the past chair, the secretary, and the vice chair. This committee shall have broad powers to act in all matters not deemed by the chair of the Board and the president of the university as of sufficient importance to command the immediate attention of the whole Board. All acts of the Executive Committee shall be subject to approval by the Board, except those wherein the Board has delegated to the executive committee full power to act for the Board. The Executive Committee shall provide oversight of the collective bargaining process as well as personnel appointments, and changes of status, salary adjustments, and other personnel changes associated with high visibility purview University employees.

Board Committee Days include presentations and briefings by faculty and administrators relevant to specific subcommittees, as well as reports of the University Vice Presidents. The Vice Presidents also submit regular written reports on operations and initiatives to the Board for consideration on committee days. The Board oversight of Wright State's policies, practices, and operations is documented in the minutes of their public meetings and committee days.

The Board of Trustees holds final responsibility for university operations, and for the development of



policies, programs and organizational units in furtherance of Wright State's mission. Meetings of the Board are open to the public. The Board hears and considers input from administration, faculty, staff, and students at its regular meetings.

**5B2 - The institution has and employs policies and procedures to engage its internal constituencies—including its governing Board, administration, faculty, staff, and students—in the institution's governance.**

Wright State prides itself in the manner it espouses the concept of shared governance and works closely with [Faculty Senate](#), the [Unclassified Staff Advisory Council](#) which created the "[Wright State First Impressions](#)", [Classified Staff Advisory Council](#), the [Lake Campus Advisory Council](#) which oversees the annual [Spirit of Service Awards](#), the Wright State chapter of the [American Association of University Professors \(AAUP\)](#), and the Student Government Association.

The Faculty Senate leads several committees that work in a collaborative manner with the administration. The standing committees are Graduate Curriculum, Undergraduate Curriculum, CORE Oversight, and Graduate Faculty Membership. There is one voting member from each College on each standing committee. Ex officio, non-voting members of each committee include representatives from the Provost and Registrar offices. Administrative committees exist to provide Faculty support, input, and direction regarding specialized administrative functions of the university and include Commencement, Honors, and Office of Community Standards and Student Conduct committees. The Executive Committee consists of the President, Vice President, and a representative from each College and sets the agenda for each monthly senate meeting. Other current senate committees include Undergraduate Academic Policies, Undergraduate Student Petitions, Undergraduate Student Success, Graduate Academic Policies, Graduate Student Affairs, Building & Grounds, Faculty Budget Priority, Information Technology, Scholarship & Sponsored Research, Woods (Residential Housing), Library Faculty Advisory, and the International Education Advisory. Student representatives are appointed by Student Government to sit on the Senate committees.

All [University Policies](#) are available to all constituent groups. University Policy is organized as follows: 1. Organization, Mission, and Values; 2. Faculty; 3. Students; 4. Academic Standards and Curriculum; 5. Graduate Students and Programs; 6. Research; 7. Facilities and Operations; 8. Human Resources; 9. Business and Finance; 10. Advancement; 11. Information Technology; 12. Institutional Identity and Records; 13. Accessibility, Health, Safety, and Security. On this same web page are links to the Collective Bargaining Agreements and Department Bylaws.

The [Wright State Administration](#) practices shared governance through the engagement of and collaboration with multiple constituent groups. President Cheryl Schrader established two advisory groups, the Leadership Council and the President's Cabinet. [President Susan Edwards](#) established her [President's Council](#), which meets monthly and continues to do so remotely. For both presidents, these groups brought together the leadership of each of the major administrative divisions for the discussion and execution of major issues, policies, and initiatives, including the preparation of Board of Trustees meetings. As the agendas demonstrate, leaders from faculty senate, student government, and the community were invited to discuss relevant topics.

Wright State Lake Campus participates in University governance as a whole and has its own shared governance system with Lake Campus Student Government, [Lake Faculty Senate](#), and Advisory Board.

President Edwards has constant communication with the Faculty Senate President, members of the

Board of Trustees, and community leaders. She meets at least monthly with the Student Government president and cabinet. Students serve as [President Ambassadors](#) representing the university at events, providing tours, and collaborating with President Edwards. She attended meetings with the chairs and colleges during Fall 2020 to seek their input to meeting the mission of the university. During the COVID-19 pandemic, when only essential personnel were on campus, she held two, one-hour [Presidents' Chats](#) each week. These have been attended by over 400 students, faculty, staff, and community members. She has openly discussed the university responses to the COVID-19 and the current budget issues. She also communicates updates through online President's Messages. [Provost Doug Leaman](#) also communicates important curriculum messages to the community.

President Edwards and Provost Leaman provide reports at the beginning of each Faculty Senate meeting and in the Board of Trustee committee meetings, executive sessions, and public sessions. The [Faculty Senate President](#) addresses the Board of Trustees at each of the public sessions. One of the two [Student Trustees](#) also makes a presentation during the public sessions and the Student Government president provides a report at each Student Affairs and Athletics Committee meeting.

There is recognition of the importance of shared governance in the Collective Bargaining Agreements (CBA) with the Wright State chapter of the AAUP. The Vice Provost (VP) for Faculty Affairs is the administration's primary liaison with the AAUP leaders. The CBA three-year negotiation cycle was delayed in 2017 due to differences between the administration and [Board of Trustees](#), as reported in several documents posted to their website, and the AAUP leaders. Those differences resulted in a three-week faculty strike in January, 2019. The agreement of a new [CBA](#) was reached in February 2020 and extends until June 30, 2023.

The 2019-2020 academic year began with efforts from faculty, administration, and the Board of Trustees to work together on meeting the mission of the university. The [Faculty Senate President](#) informed the Board of Trustees members of the hard curricular work of faculty ad hoc committees during the summer, and she invited Trustee members to attend lectures for a closer understanding of the academic mission of the university.

“Working together” is a guiding principle for the university to implement a realistic budget under the circumstances created by COVID-19 and the financial burdens already placed on the university from a declining enrollment. The current budget process was discussed in 5A3. President Edwards and Provost Leaman have been openly sharing possible budget scenarios with the university. The Faculty Senate is hosting two [Summer 2020 Sessions](#) with the Provost and President to address faculty questions. Administration has also reopened discussions with all three unions as reductions in force are a potential strategy to overcome the predicted \$50 million budget reduction over the next three years.

Student leaders have participated in the President's Chats and have served on COVID-19 subcommittees, including the Academic Affairs committee that developed the Pass/Unsatisfactory option for students and is reviewing teaching options for Fall 2020. All remote Board of Trustee and Senate Meetings and President Chats have been accessible to students and the general public.

**5B3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

The power to establish and maintain academic programs is vested in Wright State faculty, subject to Board of Trustees approval. The [Faculty Constitution](#) establishes the responsibility and authority for academic programs and policies:

The Faculty Senate has established procedures and standing committees to facilitate the curricular design and approval. This process engages faculty and administration at the department, college, and university levels. New programs proposals are formulated at the department level and approved by the college curriculum committee, Faculty Senate Undergraduate or Graduate Curriculum Committee, Faculty Senate, Provost, and then submitted to the Board of Trustees and ODHE for final approval.

Students participate in the development of academic policies and processes at all levels. The [Wright State Student Government](#) works directly with the administration, the faculty, and the staff on issues related to academic policies and campus facilities. Student representatives sit on the Board of Trustees and a wide variety of specialized bodies, including the Undergraduate Petitions Committee, the Buildings and Grounds Committee, and the Academic Integrity Hearing Panel.

Many of the operational policies and procedures are governed by the collective bargaining agreement (CBA) between the AAUP and Wright State. [Bylaws](#) are established by each College and Department that provide for promotion and tenure of faculty, assignment of teaching responsibilities, annual evaluation, and so forth. The bylaws are established by the faculty and are subject to the approval of the Dean.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### **5C1 - The institution allocates its resources in alignment with its mission and priorities.**

Transforming the lives of our students and the communities we serve, fostering student success, and enhancing the diversity of our community are the priorities underlying Wright State's [Mission](#) and evolving [Strategic Plan](#). The annual budget presentations connect the budget to the university's mission. Deans highlight the mission of their college, which are aligned with the university's mission. Examples are in the [Raj Sooin College of Business](#), [College of Liberal Arts](#), [College of Engineering and Computer Science](#), and [Lake Campus](#). The website for [Student Affairs](#) lists its mission and student-focused vision and the website for [Academic Success Centers](#) emphasizes collaboration, diversity, and innovation to provide students the support they need to succeed. Each of the administrative program reviews conducted in 2018 started with the unit's mission, and all of the academic program reviews conducted in 2019-2020 included a connection of the program to the university mission.

Wright State is focused on maintaining and improving the student experience. Fundamental to that mission is ensuring the facilities and grounds are safe for students to use. Projects undertaken to support the safety of our students include roof replacements and upgrades on nine campus buildings, modernizing elevators in four buildings, reworking laboratory exhaust for two science buildings, and conducting extensive repairs to parking lots and sidewalks.

#### **5C2 - The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

Wright State uses the information from [Academic Program Reviews](#); [Administrative Program Reviews](#); [Campus Completion Reports from 2016, 2018](#) and the [2020 Guiding Principles](#), and recommendations from accrediting bodies (e.g. the [2018 Music Site Visitor Report](#)) to evaluate the operations of various programs in the development of future plans and budgets for departments.

A comprehensive program review of all majors, undergraduate and graduate, was completed during the 2019-2020 academic year. Several changes were made to the process compared to the previous

cycle: 1) graduate programs were included; 2) the same quantitative outcome data over a five year period were provided to all program directors by Institutional Research. These outcome data were post-graduate employment in Ohio, enrollment, degrees awarded, retention rates for direct admits and for transfers, six-year graduation rates for direct admits and transfers, faculty to student ratios and faculty costs, and revenue to costs ratios. 3) Program directors were able to provide narrative comments related to the quantitative data, program distinctiveness and highlights, results from annual program assessment, and feedback from constituent groups. 4) Program summaries were then reviewed by chairs, a college curriculum committee, and the deans before forwarding specific recommendations to the Provost. The recommendations included adding more resources, maintaining the program at the same resource level, reducing resources, or deactivating the program. Internal review and requiring specific recommendations were new components. The program reviews have been submitted to the Provost and President and are being utilized as part of the current budget planning process.

### **5C3 - The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

The strategic planning and budget planning processes obtain input from a variety of internal and external constituents. The Faculty Senate, Classified Staff Advisory Council, Lake Campus Advisory Council, and Unclassified Staff Advisory Council provide advice and recommendations to the administration on matters related to faculty and staff. Colleges receive input from their student and community advisory boards.

The Campus Completion Committee works with the Provost Office to develop strategies to enhance student learning, progress, and degree completion. Those strategies involve faculty, academic support staff, resources and technical support for curricular redesigns, advisors, career preparation staff, admissions, institutional research. Assessment of progress toward specific retention goals are analyzed and reported to the Faculty Senate, Provost, Board of Trustees, and ODHE every two years. The President's Office funded a [Faculty Retention initiative](#) to support retention plans developed and implemented by faculty for 2020-2021 which include utilizing data to target near-completers (stopped attending with over 100 credit hours completed), working with students who have outside demands impacting their academic success, and using university communication resources to reach out to students who stop attending class during the semester. The faculty senate also coordinated the submission and selection of [Faculty Led Recruitment Plans](#) for 2020-2021. The Provost Office is engaging campus and community partners in a Retention Summit during Fall 2020 to kickoff the various retention efforts occurring on campus.

Other annual campus-wide projects required by ODHE were the Affordability and Efficiency reports of [2016](#), [2017](#), [2018](#) and [2019](#). Collaborative efforts summarized in the reports included the first Festival of Flight which combined Wright State's annual Homecoming with a celebration of aviation in partnership with the Air Force Museum and the cities of Beavercreek and Fairborn; partnership with Reynolds and Reynolds to create an on-campus coffee shop run by Business students; and a partnership with the Greater Dayton YMCA to introduce Junior High School students to leadership training on campus and with local non-profit organizations. The report also highlighted cost-savings to students through Prior Learning Assessment, tuition reductions for international students, and guaranteed regional pathways whereby students can complete a two-year associates degree in 60 credit hours and transfer to Wright State and complete the bachelor degree in 60 credit hours. Wright State collaborated with Central State University to [Reduce Duplication of Programs](#) among the two campuses.



The restructuring of a new [Health Focused College](#) has involved the entire campus community. A kickoff event and subsequent visioning day were well attended, especially by community partners. This process is providing a model for examining [Institutional Structures](#) of all academic units on campus. Both restructuring plans involved faculty, advisors, and community members. The restructuring committee is soliciting feedback through August 3, 2020 and will submit recommendations later in August to the campus.

The Wright State Division of [Advancement](#) oversees critical operations including Alumni Relations, the Wright State Foundation, and Development. When *Rise. Shine. The Campaign for Wright State University*, launched on July 1, 2008, with a goal of \$150 million, it was the largest campaign in the university's history. When it concluded on June 30, 2017, the campaign raised an impressive \$167,742,525. This campaign was co-chaired by actor Tom Hanks, for whom the new Motion Pictures building is named, and Amanda Wright Lane, great grand-niece of Orville and Wilbur Wright. Other fund-raising initiatives include the [Women in Science Giving Circle](#) initiative, which has raised \$1540,000 in its ten years to provide scholarships for women to study in STEM programs, and the Wright State Emergency Relief Campaign, which raised \$31,000 by April 2020 to assist students financially impacted by the COVID virus.

**5C4 - The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.**

Wright State uses a variety of resources and inputs to determine its current and future capacity. [Enrollment reports](#) provided by the [Office of Institutional Research and Effectiveness \(IR\)](#) provide both census data as well as longitudinal and trend data. These data are accessible to all faculty to track student enrollment in their courses and programs presently and to analyze past trends. For example, [Fall 2020 data](#) are being utilized to increase enrollment efforts. The staff in IR work closely with academic and non-academic units to translate data into planning decisions. Other useful data provided on the IR website include the [Integrated Postsecondary Education Data System \(IPEDS\)](#) reports and [Fact Sheet](#) containing Fall student, faculty, and staff census data. IR staff worked closely on Program Review with the Provost Office to provide consistent outcomes data to all program directors.

Wright State incorporates the [Ohio Department of Higher Education Funding Model](#) as it relates to the State Share of Instruction (SSI) to ensure that any increases and decreases are incorporated into Wright State's annual budget. SSI support has consistently decreased every year and is expected to decrease by 20% in FY 2021 due to the financial impact on the state from the COVID-19 virus. Wright State's SSI for FY 2020 was already reduced by \$3.8 million due to COVID-19. Wright State also relies on the state capital funds for improvements on campus. Given the context of decreasing enrollments and budget challenges, Facility Operations developed a comprehensive deferred maintenance log and prioritized those items to inform the capital plan submitted for State of Ohio funding.

Wright State leadership is involving the entire campus in responding to the unexpected financial impact of the COVID virus. The Faculty Senate Executive Committee called for two online [Special Meetings](#) with the President and Provost during Summer 2020 to discuss the impact of COVID-19 on the budget and potentially on Fall 2020 courses. The first meeting was attended by 332 persons, mostly faculty. Results of a [Survey](#) related to how campus should prepare for teaching in Fall 2020 was shared; the survey was completed by 400 faculty. As part of the meeting, a [Student Government](#)

[Resolution](#) was posted to the meeting attachments that showed student support of the faculty, student affairs, and administration. Part of the resolution read, “the Student Government Association here assembled at Wright State University calls upon all members of the Raider community to come together in an effort to preserve the countless opportunities available to students” and “we declare that Athletics and Student Organizations are essential parts of the college experience and should be treated as such”. [President Edward’s Report](#) addressed previously submitted questions, mainly about the FY 2021 budget. She also shared results from a recent consultant’s assessment of diversity on campus and announced the establishment of the President’s Council on Inclusive Excellence. [Provost Leaman’s Report](#) focused on the current and future retention efforts, the plans for faculty and staff to return to campus, and the restructuring planning process.

### **5C5 - Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization**

Some faculty-led recruitment plans bring university programs to the high school students in a similar way that the current Raj Sooin College of Business leadership program works with high school students. The recruitment plans include introducing high school students to a neuroscience lab, honor band, brass festival, and model UN. Other faculty-led programs target non-traditional age students with recruitment videos, promotion of the Alternative Licensure Program in Nursing, and outreach to persons exploring graduate level social work. Wright State plans to also increase its teaching of the dual high school/university enrollment program called College Credit Plus. This initiative brings students to the Wright State campus or brings Wright State faculty to the high school, both of which help bridge the transition from high school to the university. Other recruitment plans incorporate promotion of Wright State through social media and using data analysis to assess high workforce development programs that are under-enrolled.

Wright State developed [Partnership Programs](#) with local community colleges to ensure seamless transition. These programs include the opportunity for community college students to live on the Wright State campus while attending the community college. Wright State also expanded scholarship opportunities to both direct from high school students and transfer students. Provide link to Partnership agreements.

Wright State continues to reach diverse student groups through [The University Center for International Education](#), the [Veterans and Military Center](#), and [Transfer Admissions](#). During admissions and once enrolled, all students have access to [Academic Success Support](#) services, [Student Affairs](#), [Office of Disability Services](#), [Culture and Identity Centers](#) and other [Student Resources](#) such as the Food Pantry and scholarships for students who had once been in foster care.

Technology for teaching and learning has increased greatly on campus over the last four years. Students and faculty have access to the latest technical support systems through the [Computing and Telecommunications Systems \(CATS\)](#). University Libraries adapted its services for the modern online environment and provides technical assistance to students through the [Student Technology Assistance Center](#) and [Technology to Borrow](#) program. The [New Media Incubator](#) in the College of Liberal Arts provides students the opportunities to collaborate with campus and community partners to produce professional media projects. The [Center for Teaching and Learning](#) has been instrumental in providing students and professors with the technology needed for remote courses during the COVID crisis.

## Sources

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- 2018 Administrative Reports \_ Strategic Planning
- Academic Program Review \_ Academic Affairs
- Academic Support
- Advancement
- Affordability and Efficiency Report 2019
- Campus Completion Plan 2016
- Campus Completion Plan Guiding Document APRIL 2020
- Campus\_Completion\_Plan 2018
- Center for Teaching and Learning
- Compliance Reports \_ Integrated Education Data System IPEDS Institutional Research and Effectiveness
- Culture and Identity Centers
- Dean Message College of Liberal Arts
- Draft Strategic Plan 2025
- Enrollment Reports \_ Institutional Research and Effectiveness
- Fact Sheet
- Faculty Led Recruitment Program
- Faculty-Led\_Retention\_Program
- Fall 2020 Headcount Enrollment
- Final Action Report on Duplicate Programs 2017
- Getting Started
- Health College Kickoff
- Institutional Research and Effectiveness
- Institutional Structure \_ Office of the Provost
- Mission College of Engineering and Computer Science
- Mission Lake Campus
- Mission Raj Soin College of Business
- Mission Student Affairs
- Mission Student Success Centers
- Mission\_Vision\_and Values
- Music Site Visitor Report 2018
- New Media Incubator \_ College of Liberal Arts
- Office of Disability Services
- President Report\_Special Session of Senate EC 2020\_06\_08
- Program Accreditation \_ Academic Affairs
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- Rise. Shine. Campaign
- Senate EC Fall 2020 Survey
- Special Faculty Senate Summer 2020 Meeting
- State Share of Instruction FY20\_FY21\_University
- Strategic Plan 2013 Empowering People
- Student Affairs
- Student Government Resolution June 2020\_ A Call for Unity
- Student Resources
- Student Technology Assistance Center
- Technology to Borrow
- Transfer Admissions \_ Wright State University

- University Center for International Education \_ Wright State University
- Veteran and Military Center \_ Wright State University
- Women of Science Decade of progress
- Wrigh Path Community College Partnerships \_ Transfer Admissions
- WSU FY 16 Affordability and Efficiency Report\_final
- WSU FY17 Affordability and Efficiency Report\_final
- WSU FY18 Affordability and Efficiency Report

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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#### **5D1 - The institution develops and documents evidence of performance in its operations.**

The Chancellor of the Ohio Department of Higher Education (ODHE) sponsors an [Efficiency Advisory Committee](#) with representatives from each of Ohio's public institutions of higher education. The purpose of the committee is to generate optimal efficiency plans for campuses, identify shared services opportunities, streamline administrative operations and share best practices in efficiencies. The Chancellor also provides an annual report to the Office of Budget and Management, the Governor, and the General Assembly presenting efficiency reports from all of the public institutions. The report highlights efficiencies in key areas including academic programs, administration, operations, facilities, health and human services, public works, economic development, public safety, fleet management, energy, IT, and procurement. Efficiencies are quantified in terms of revenue enhancement, reallocation of resources, expense reductions and cost avoidance. The report also captures the collaborative efforts of institutional partnerships.

Wright State University has consistently participated in the Efficiency Advisory Committee meetings and submitted annual efficiencies. Each year, Wright State administration requests input from the various colleges and administrative units regarding new or continuing efficiencies. Highlights of the [2018 report](#) were Wright State's rebound from the previous year's \$53 million reduced budget; development of the [Growth Mindset Advisory Team](#) to foster new, innovative programs to meet the needs of the changing workforce; consistent use of metrics to assess curricular and co-curricular programs; and implementation of an inclusive access course materials model which reduced textbook costs for students. Highlights of the [2019 report](#) were expansion of partnerships with local businesses and city leaders; regional compact that resulted in a regional transfer week event and the production of two videos explaining transfer policy and resources; continued reports of savings due to Wright State's auto adopt and inclusive access textbook initiatives; 70 administrative programs were reviewed; and students using Prior Learning Assessment (PLA) resulted in higher six-year graduation rates than non-PLA students.

Wright State completed a \$25.5 million House Bill 7 Phase II capital plan using Qualified Energy Conservation Bonds which significantly reduced the interest cost to Wright State. This initiative was expected to reduce energy usage by 35-40% and eliminate over 30 pieces of equipment permanently. The Energy Optimization team continued to complete projects which have shown a \$10M cost avoidance since the implementation of this House Bill 7 Project over 15 years and decrease deferred maintenance by \$8 million.

The University regularly monitors its financial performance through the compilation and submission of its quarterly [Senate Bill 6](#) reporting with the ODHE as well as an internal monthly review of

unrestricted operations and cash and investment balances. As discussed in 2A, Wright State was below the minimum Senate Bill 6 Composite Score of 1.75 in FY 2017, but above since that time, indicating the ability to avoid tapping into reserves.

**5D2 – The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities and sustainability, overall and in its component parts.**

Wright State utilizes the annual Affordability and Efficiency report, capital budget reports, monthly Finance Committee reports, enrollment reports, retention reports, findings from academic and co-curricular reviews, and data requests compiled by Institutional Research and Effectiveness to guide the annual budget process with the goal to improve its effectiveness, capabilities, and sustainability. All of these reports have been described previously.

The FY 2021 budget process is utilizing information from all of the above reports to present a sustainable budget over the next three years. As discussed in 5C3, the entire campus is engaged in the current budget discussion. Faculty are attending special Senate Executive Committee sessions with the President and Provost during the summer. The Student Government Association signed a Resolution reminding faculty and administration to keep the best interests of students at the center of budget discussions. In order to not cut into reserves, budget models must account for a \$30-50 million reduction to account for the continued drop in enrollment and expected 20% cut in ODHE funding. Proposals have included restructuring of academic units, reductions in force, and cuts in athletic programs. The final budget presentation is June 19, 2020.

Every contract is under scrutiny and Wright State is negotiating cost savings. For example, after an extensive analysis, Wright State is changing its copier and printer vendor. Another example is the Food Service contract with Chartwells. The decline in enrollment and increased regulation on University spending, which affected Chartwells revenue caused Chartwells a loss in profitability. Chartwells was no longer able to provide a contract guarantee due to these factors. In 2019, both parties came together to negotiate a new amendment to carry over to the end of the contract term. The current contract operates as a Management fee basis (cost plus), in which Wright State is invoiced and disburses operating expenses in the event that there is a loss and realize revenue via check from Chartwells in the event there is a profit. This plan allows Wright State to have the ability and flexibility to make changes to the food service operation. Wright State is able to control food service cost and other expenses by working as collaborative business partners with Chartwells.

## Sources

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- Affordability and Efficiency Committee \_ Ohio Higher Ed
- Affordability and Efficiency Report 2018
- Affordability and Efficiency Report 2019
- Affordability and Efficiency Report\_2016
- Affordability and Efficiency Report\_2017
- Finance Committee Minutes Sep 2018
- Senate Bill 6 Campus Accountability \_ Ohio Higher Ed



## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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The University's annual resource allocation process is designed to align with and support the University's mission to transform the lives of its students and the communities served. The creation of the budget engages a wide spectrum of University constituencies to ensure that the educational mission is the priority in the allocation of resources. The process culminates in the presentation of the budget to the entire university community including the University's Board of Trustees through the annual Budget Workshop. Wright State has needed to implement Budget Remediation over the last four years to account for past spending of its reserves, decreased enrollment due to a three week faculty strike in 2019 and the COVID 19 pandemic, and a projected 20% cut in ODHE funding in 2020 due to the COVID 19 crisis.

Wright State shared governance begins with the Board of Trustees, who have responsibility for reviewing and approving the University's budget. The administration works with the Faculty Senate, the Classified and Unclassified Staff Councils, Student Government, the Wright State chapter of the American Association for University Professors, and local leadership in developing and achieving the University's Strategic Plan.

### Sources

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*There are no sources.*