Wright State Assurance Argument March 21-22, 2016

WRIGHT STATE UNIVERSITY

wright.edu/mission

OUR MISSION STATEMENT

We transform THE LIVES OF our students AND THE COMMUNITIES we serve.

WRIGHT STATE
UNIVERSITY
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Greetings!

It is my pleasure to welcome you to Wright State University. I hope you enjoy your visit. My team and I look forward to meeting with you and introducing you to this great university, where I am so proud to serve as president.

Our namesakes, the Wright brothers, used ingenuity and innovation to make a lasting impact on the world. Today, we rise on their wings, prepared to shine, as we lift our university to new heights. Ahead, we see a bright future, one where Wright State is a new model for higher education: a public institution that is imaginative, unafraid to take risks, and nimble in adapting to the needs of a fast-changing world.

Our goal is not to be the best university **in** the world. We aspire to be the best university **for** the world, meeting the changing needs of our students, our global economy, and our collective future.

As we approach our 50th anniversary in 2017, we are already moving boldly into a new era of tremendous change, unprecedented challenge, and unlimited opportunity. This is an era in which Wright State University is uniquely positioned to succeed. Wright State's track record speaks for itself: our accessible, affordable university has risen to world-class levels in academics, faculty, facilities, and research.

During your visit, you will see the very best Wright State has to offer—our renowned academic programs, world-class facilities, and most importantly, our people. At its core, Wright State University is about people. All of our work has one common goal: To serve our mission to transform the lives of our students and the communities we serve.

As a state university, we are compelled to serve, help our students succeed, better our community, and solve real-world problems. Taking our lead from the pioneers of flight, we will be known for our innovation, our diversity, our accessibility, and our entrepreneurial spirit.

I hope you leave Wright State as excited about the future as we are. Thank you for all that you do to advance American higher education and to ensure that future generations of students can rise each day to pursue their dreams.

Best regards,

David R. Hopkins

David R. Hopkins

Assurance Argument

Wright State University - OH

2/23/2016

1 - Mission

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

1.A - Core Component 1.A

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

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

The mission of Wright State University is clear, articulated publicly, and guides the institution's operations. Wright State's Mission Statement was developed in conjunction with the Vision Statement, and Strategic Plan through an inclusive process involving faculty, staff, students, the Board of Trustees, and community leaders. As an institution that was created by and for the people of the Miami Valley, the Wright State mission

"We transform the lives of our students and the communities we serve."

defines Wright State as an academic institution and as 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.

The development of the current Mission and Vision Statements and the Strategic Plan began in Fall of 2012 when Wright State President David Hopkins charged the Strategic Planning Committee to update the previous mission, vision and strategic plan. Members of the Strategic Planning Committee, which consisted of all the deans, vice presidents, the presidents of the Faculty Senate, Wright State chapter of the American Association of University Professors, the Unclassified Staff Advisory Council, and representatives of the Unclassified Staff Advisory Council and Student Government, were asked to consult with their respective constituencies to develop university-wide objectives and unit plans to allow the institution to identify the strategic goals. This approach afforded the entire university community an opportunity to participate in the strategic planning process. The first draft of Wright State's mission, vision and strategic plan was shared with campus via Faculty Senate meetings, Classified and Unclassified Advisory Council meetings, Student Government meetings, Board of Trustees meetings, and via monthly publication of an article in the Wright State newsletter, *Dialogue*.

Upon the adoption by the Board of Trustees, the Mission, Vision, and Strategic Plan were presented to all faculty and staff. 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.

In carrying out its mission to transform the lives of our students and communities we serve through 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.

Academic Programs

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 complement 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 new 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.

The quality of the University's academic programs is recognized not only through various professional accreditations, including ABET, NCATE (CAEP), AACSB, and CCNE, but also through numerous designations and accolades from national agencies.

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.

Student Support Services

Wright State University provides a wealth of 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.
- The Academic Success Center (ASC) that houses academic advising, tutoring services, the Athletic Academic Resource Center, supplemental instruction, the Math Learning Center, and Writing Center that occupies prominent space in the University's new state-of-the-art Student Success Center.
- Student Success Centers in the Colleges of Engineering and Computer Science, Education and Human Services, Science and Mathematics, College of Liberal Arts, Boonshoft School of Medicine and at the Lake Campus.
- Proactive undergraduate student advising through University College and the major departments for undecided students.
- A nationally recognized Learning Communities Program that recently celebrated its 15th anniversary; and living-learning communities in residence halls.
- A Transfer and Non-traditional Student Center that provides information and support for students transferring from another institution and adult learners returning to higher education.
- A nationally recognized Office of Disability Services.
- A new Veteran and Military Center that provides a supportive environment for veteran and military connected students as they transition from the military to college.
- Multicultural Centers, including the Bolinga Black Cultural Resources Center, Women's Center, and Asian Hispanic Native American Center, Latino Affairs, Lesbian, Gay, Bisexual, Transgender, Questioning and Allies Center.
- University Center for International Education (UCIE) provides support for international students, including producing an International Student Success Resources Guide.
- 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 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.
- 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.

Student Profile

As part of meeting the University's mission, Wright State's goal to be recognized for the students that we include rather than exclude is reflected in our enrollment and recruitment strategies.

Student Enrollment Snapshot Fall 2015

Total Students	**18059**
Main Campus – 17,070	Lake Campus – 1,172
Ohio resident – 14,458	International – 1,800
Students by University Status	
full time - 13,753	part time - 4,026
undergraduates - 13,614	graduate - 4165
degree-seeking - 16,830	
residential – 2,413	
First Generation	
28%*	
Demographics	
female – 9,189	male – 8,590
25+ years of age – 5,400	Disabled 750
Veterans 755	
Race/Ethnicity	
Caucasian – 12, 256	African-American – 1,951
Hispanic/Latino – 471	Asian – 460
Native American – 40	

***Note:** The First Generation student numbers are from 2013, the most current report verified through FAFSA by the Ohio Department of Higher Education. Students self-report first generation data.*

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.)

A more detailed response will be given in Criterion 5C1, however, the following table demonstrates that the university allocates its budget consistent with its mission and strategic planning goals.

Expenditures	**% of Budget**
Instruction and Dept. Research	36%
Separately Budgeted Research	1%
Public Service	1%
Student Services	6%
Academic Support	13%
Institutional Support	25%
Operation & Maintenance of Plant	6%
Scholarships	8%
Auxiliary	4%

Sources

- 2015-2016-FY16_BudgetPresentation_final
- Accreditations
- Career Center
- College Credit Plus
- Counseling and Wellness
- Developmental Education
- Dialogue p.12
- Disability Services
- First Year Experience
- Grad School
- Health Services
- Honors Program
- InstitutionalUpdateGuide_2016_PRC
- Learning Communities

- Legal Services
- List of Accolades
- List of Recognition
- New Employee Orientation Human Resources Wright State University
- New Faculty Orientation Information Center for Teaching and Learning Wright S
- Orientation and Transition 2015 Wright State University
- Pre_healthprogram
- Pre-College
- Raider Connect
- Residence Hall Communities
- Strategic Planning committee
- Student Support Services
- Transfer and Nontraditional Student Center _ Wright State University
- Transfer Student
- Tunnels
- UCIE
- UCIE_Brochure
- Veteran and Military Center

1.B - Core Component 1.B

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

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-- in print and online—that are accessible to the public, including statements defining the mission, vision, values, and the strategic plan. These appear on the University's websites, in undergraduate and graduate catalog, and many marketing publications. The University's foundational documents include:

- Guiding Principles
- Mission Statement
- Value Statement
- Diversity Statement
- Ethics Statement
- Strategic Plan: Empower: Wright State Strategic Plan 2013—2018
- Campus Master Plan 2011
- Faculty Constitution
- Faculty Handbook
- Student Handbook
- Unclassified and Classified Employee Handbook
- Wright State/AAUP Collective Bargaining Agreements – NTE and TET

In addition, each College has an articulated mission that aligns with and complements the overall University mission. All of these documents support the University's mission and vision and are publicly available to all constituents.

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 were approved within the last seven years. The current strategic plan, *Empower: Wright State Strategic Plan, 2013-2018*, identifies the following five goals for Wright State over the next five years.

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 entrepreneurism.

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 and adopted by the Faculty Senate on April 15, 2013, and the General Faculty on September 27, 2013:

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.

Together, these elements of *Empower: Wright State Strategic Plan 2014–2018—Mission, Vision, Values, and Strategic Goals* and of the Faculty Constitution illustrate Wright State's emphasis on people, instruction, research, scholarship, public service, economic development, sustainability,

and innovation as Wright State strives to become Ohio's most learning-centered and innovative University as put forward in the Vision Statement.

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 documents, particularly its 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." Further, the strategic plan 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. By doing so, the University aims to enhance 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 entrepreneurism 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 mission foci of student success, scholarly research, and community service.

Sources

- CBA for NTE
- CBA for TET
- College mission and vision statements
- Diversity Statement
- Ethics Statement
- Guiding Principles
- Master Plan 2011

- Mission Statement
- Plan with Mission Vision Values
- Preamble to Fac Constitution
- Strategic Plan
- Wright-State-Core Distribution To Elements

1.C - Core Component 1.C

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

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

Consistent with its mission documents, 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.

A number of other 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 that provide both language and cultural studies.

To serve its approximately 19,000 students, Wright State strives to have a faculty and staff represent a cross section of society. The demographics for Wright State faculty and staff is shown in the table below.

Title	Female	Male	White	African American	Asian	Alaskan Native	Pacific Islander	Hispanic	Not Identified	Two+
Fulltime-Faculty	45%	55%	76%	5%	13%	0%	0%	1%	2%	2%
Non-Tenured	53%	47%	84%	6%	6%	0%	0%	1%	1%	2%

Tenured	34%	66%	73%	4%	17%	0%	0%	1%	3%	2%
Tenure-Track	52%	48%	64%	6%	24%	0%	0%	2%	2%	2%
Faculty-Adjunct	57%	43%	57%	3%	2%	0%	1%	36%	1%	
Staff-Fulltime	57%	43%	81%	10%	3%	0%	0%	1%	1%	3%
Staff-Part-time	66%	34%	82%	11%	3%	1%	0%	0%	1%	2%
Total Percent	54%	46%	77%	8%	6%	0%	0%	1%	6%	2%

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. Human Resources requires each member of a search committee to undergo diversity training and 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 an Opportunity Hire policy 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 every year. The University's policies governing dual-career hiring, domestic partner benefits, 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 45% in 2014, and an increase in minority faculty from 19% in 2007 to 24% in 2014.

Institutional Infrastructure in Support of Diversity

Wright State has a number of administrative offices specifically charged with supporting the University's commitment to providing a diverse and multicultural experience. These offices include the Division of Multicultural Affairs and Community Engagement, (MACE) which provides oversight for the Bolinga Black Cultural Resources Center; the Asian and Native American Center; Women's Center; Office of Lesbian, Gay, Bisexual, Transgender, Questioning, and Ally Affairs; Center for Service Learning and Civic Engagement; and the Office of Pre-College Programs. In addition, the Office of Latino Affairs; the Office of Equity and Inclusion; Veteran and Military Affairs, University Center for International Education (UCIE); and the Office of Disability Services provide academic and social services to a broad range of undergraduate and graduate students.

In 2012, the University established the Inclusion Infusion Grant Program through the office of the Vice President for MACE to provide financial support to members of the campus community to incorporate multicultural perspectives into their work with students, faculty, staff, and the community. The Division of MACE hosts an annual Multicultural Millennium Conference, which will be discussed further in 1C2.

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. Since 2001, the University has hosted an annual conference on diversity, originally called "Quest for Community" and renamed in 2013 as the University's Multicultural Millennium Conference. The Multicultural Millennium Conference in 2015 focused on immigration, the 2014 conference explored contemporary issues of social justice and diversity and hosted over 500 individuals from across the nation, and the topic of the initial conference in 2013 was affirmative action.

The University annually sponsors a team to attend National Conference on Race and Ethnicity and has sponsored numerous speakers on the role of diversity in society at the annual President's Lecture Series and Honors Institute. The theme of this years' Presidential Lecture Series in the 50th Anniversary of the Americans with Disabilities Act.

The University Center for International Education 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 the global perspectives, attitudes and practices. Programming includes lectures, performances, 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 for progressive support of students with disabilities. In recognition of this tradition and commitment, Wright State received federal funding to support the recruitment, retention, and graduation of students with disabilities through Ohio STEM Ability Alliance.

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 $7,500 of tuition support per year for qualified WPAFB employees and their family members (spouse and dependent children) pursuing masters or doctoral degrees at Wright State.

The Office of Student Activities oversees 248 student associations that reflect the diverse interests of the student body, and in the 2014/2015 academic year these organizations sponsored

389 events (an increase of 16% from the previous year) that supported the wide variety of interests and identities of Wright State students.

Sources

- 4212 Opportunity Hire Program Policy
- 4213 Dual Career Policy
- Annual Center Events University Center for International Education Wright Sta
- HERC
- Inclusion Infusion Grant Funds
- MACE Board Report Sept Oct 2015
- Multicultural Majors and Minors
- Multicultural Millennium Conference
- Ohio STEM Ability Alliance (OSAA)
- Student Orgs
- Veteran and Military Center
- WPAFB Graduate Scholarship
- Wright Way Policy hiring
- Wright-State-Core Distribution To Elements

1.D - Core Component 1.D

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

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 beginnings, the University remains firmly committed to serving the public good.

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

- The education and graduation of more than 100,000 students, with more than 200 degree programs at the associate, baccalaureate, master's, and doctoral level, all, like the recently developed Master's degree in Cyber Security, meant to serve the public's needs.
- The creation of six Centers of Excellence, designated by the state of Ohio, to address issues of regional and statewide importance.
- 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 Center for Urban and Public Affairs, 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.
- The Raj Soin College of Business Ohio Small Business Development Center that offers comprehensive business management and education services to small businesses in Ohio.

- 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.
- Sponsoring the Center for Automatic Target Recognition, that has as its centerpiece a summer research program that has drawn students from high school to the postdoctoral level from across the country, with nearly 70 participants in each of the last 2 years.

Because of the commitment to the public service, Wright State has been named to the President's Higher Education Community Service Honor Roll each year since 2010 for its support of volunteering, service-learning, and civic engagement. In 2014-15, Wright State faculty, staff, and students provided 119,000 hours of service to the community. In 2015 the University was the recipient of the Carnegie Foundation Classification for Community Engagement demonstrating, as President Hopkins stated on the occasion, "a *commitment to serving others that is embedded in the very heart and soul of this institution*."

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 show for the year 2013 alone, Wright State and its sister institutions had a $3.28 billion dollar impact on the Dayton region.

The collaboration between Wright State's Lake Campus, the Mercer & Auglaize County Economic Development Officials, and local businesses have created many opportunities for future economic in this area. Wright State continues to engage West Central Ohio community and respond 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 the 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. Ohio's Sunshine laws afford the public every opportunity to assess the extent to which the University devotes its attention and resources to its educational purposes.

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 above 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, Wright State also responds to the needs of the surrounding communities by holding an annual Regional Summit, first begun in 2007 as a way to engage thought leaders from across the Dayton and West Central Regions to help Wright State understand how to better serve the surrounding communities. Alternating between face- to- face and virtual summits, these events have become a major area event and provide an opportunity for direct community interaction. The 2014 summit focused on "*A Stronger Region, A Stronger Ohio: Workforce Development, Globalization, and Higher Education*" and was held in both the Dayton and Celina communities.

Sources

- 2012-economic-impact-study-graphic
- 2014 Regional Summit
- 2015_CE_Classified_Institutions_revised_1_11_15
- 2015-2016-FY16_BudgetPresentation_final
- Center for Urban and Public Affairs (CUPA)
- Centers of Excellence
- Ohio Sunshine Law
- TrusteesBylaws
- White House for commitment to community service

1.S - Criterion 1 - Summary

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

Summary

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. Wright State contributes to the development of the Miami Valley through our research, service, and most importantly by the accomplishments of our graduates. The service of Wright State's faculty, staff, and students was recognized with being recipient of the Carnegie Classification for Community Engagement.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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 faculty, staff, and student handbooks; and the Wright Way Policy Manual. 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 H1-B visas. In the Spring of 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 in the College of Engineering and Computer Science 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 insuring 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 faculty member remain on paid leave while the federal investigation continues.

Financial Integrity

The Wright Way Policy governs 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 and external audit processes offer another channel for communication and financial accountability. The internal

audit is performed by the University Audit and Consulting Service and the external audit is conducted by Crowe Horwath LLP. At least once per year, Wright State's Chief Auditor summarizes audit findings for the Board of Trustees' Compliance and Audit Committee informing the committee of issues that impact Wright State's integrity and governance.

In June 2003, Wright State's Board of Trustees adopted Resolution 03-48, a financial policy that requires the Vice President for Business and Fiscal Affairs to make an annual report to the Finance Committee of the Board on the financial health of the institution and its compliance with policy guidelines. 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 fairly presented in all material respects.

Per Senate Bill 6 of the 122nd 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 (formally the Ohio Board of Regents) within 30 days of the end of each fiscal quarter to demonstrate fiscal strength. Similar reporting is required to the Higher Learning Commission and to the federal government regarding financial aid funds. Financial integrity in University Advancement is ensured through oversight by the Wright State Foundation Board.

Academic Integrity

The faculty have the primary authority and responsibility for academic curriculum and policies. Section 1 of the Faculty Constitution gives the University faculty broad authority over academic matters:

"*The University Faculty, in consultation with the University President and the University Provost, shall formulate codes of operating procedures governing all aspects of the academic program, admissions, academic standards, student affairs, faculty affairs not covered by the bargaining agreement, and other fields of university operation composed of academic and professional subject matter. The University President shall present such recommended operating procedures to the Board of Trustees for their consideration, amendment, confirmation, or rejection.*"

Since 1978, Wright State has published a Faculty Handbook outlining the rights and responsibilities of all Wright State faculty members. Beginning in 2000 many of these rights and responsibilities have been enshrined in the Collective Bargaining Agreements (CBAs) with the American Association of University Professors, while the Faculty Handbook extends the same rights and protections to faculty outside the collective bargaining units. The Faculty Handbook and CBAs specify criteria for promotion and tenure, grading, academic freedom, research practices, and more.

The Office of the Vice President for Research 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, reporting to the Vice President for Research and aligned with the Office of the Vice President for Legal Affairs/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; the Office of Research Compliance is staffed by a Director and two compliance officers (HIPAA and Export Control). 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).

Wright Way Policy (WWP) 1107 addresses Research Conflict of Interest and Disclosure and WWP 2101 outlines the Administrative Procedures for Allegations of Research Misconduct. The Wright Way policies include academic integrity policies and consequences for noncompliance. For example, WWP 2101, Administrative Procedures for Allegations of Research Misconduct, defines the responsibilities of the Research Integrity Officer in handling allegations of research misconduct.

The Wright State Student Handbook, last revised September 5, 2014, is available online and provides students with policies and procedures governing all aspects of their participation in at the University. Wright State also publishes a Student Code of Conduct, which 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. In addition, University College, 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.

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 has coordinated with academic departments to offer academic iIntegrity 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 the Wright Way Policies. For example, an April 2014 update to WWP 4001, Equal Educational and Employment Opportunity Policies and Affirmative Action Plan, expanded existing equal opportunity protection by prohibiting discrimination based upon sexual orientation, gender identity or expression, or pregnancy. 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.

Wright State provides ongoing training to its employees on compliance with university policies via workshops and a biannual Staff Development Day sponsored by Wright State's Unclassified Staff Advisory Council and Classified Staff Advisory Council. The Wright Way Policy guidelines guarantee that all staff members can spend a minimum of 15 work hours per year attending functions sponsored by the staff councils.

The Ethics Policy for the university, outlined in WWP 1104, 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."

Recently Wright State implemented the use of the Ethics Point to provide members of the Wright State community an enhanced ability to report concerns or pose questions about issues on campus. In his letter introducing EthicsPoint, President Hopkins said, "Every person, regardless of standing, be it faculty, staff or student, shares in the responsibility of promoting a positive environment. To that end, we have recently installed a new phone and Internet-based reporting system, called EthicsPoint, managed by NAVEX Global, to enhance communication and empower you to promote safety, security, and ethical behavior."

Auxiliary Function Integrity

WWP 5001, Accounting Policies for Auxiliary Enterprises, specifies the obligations of Wright State's auxiliary functions and defines Wright State's auxiliary functions as any operation that "is managed essentially as, and intended to be, a self-supporting activity." Auxiliary operations outlined in WWP 5001 include the Mini University child development center, food services, intercollegiate athletics, the E.J. Nutter Center, University Center, Vending Operations, the Bookstores on both the Dayton and Lake Campuses, and on-campus housing at both 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 a Student-Athlete Code of Conduct and a Student-Athlete Handbook, both of which outline NCAA rules and regulations for NCAA compliance, and the department's Compliance Office enforces NCAA regulations. The University is committed to the academic success of its student-athletes and provides student support services, including tutoring, through the Athlete Student Support Center. Oversight for Athletics is provided not only by all athletics personnel, including coaches, the Athletics Director, and the Vice President for Student Affairs 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 athletics 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 basketball and baseball as well as women's softball and volleyball. In 2014-15, 44 students participated in athletics at Lake Campus, or almost 4% of the undergraduate population. With the new league and growth in student housing, participation is expected to increase.

Campus Housing

Wright State currently serves 2,413 in campus housing at both the Main and Lake Campus. Campus housing policies provide comprehensive regulations to ensure safe, comfortable, and secure residential areas for all students who live on campus. Through the Office of Disability Services, Wright State also provides exemplary services for students with disabilities who live in campus housing. 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 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 President for Research, the activities of the Wright State Research Institute are subject to the university policies concerning integrity and ethics.

The Wright State Applied Research Corporation supports the Wright State research primarily by acting as a contracting entity for the Wright State Research Institute, Advanced Technical Intelligence Center and related affiliates. As a separate 501(c)3 nonprofit organization affiliated with Wright State, the Wright State Applied Research Corporation has a separate governing board and a CEO, who also serves as the Executive Director of the Wright State Research Institute and reports to the Vice President for Research.

Sources

- 1104 Ethics Policy
- 2014 Financials
- Academic Integrity Workshop

- Disability Services
- EthicsPoint
- External Audit Process
- Faculty Handbook
- Hopkins email
- Horizon League
- Housing - Policies _ Wright State University
- Housing _ University Center for International Education _ Wright State University
- Internal Audit
- Lake joins USCAA
- NTE CBA cover page
- odhe_14th_day_f15
- Professional Development
- Resolution 03-48
- Senate Bill 6 of 122 Gen Assem
- Staff Development Day _ Wright State University
- Staff Prof devlop
- student athlete code of conduct
- Student code of conduct
- Student Handbook
- TET CBA Cover page
- UCIE
- University Ombudsperson Annual Report August 2013 to December 2014 2015-09-11
- WSARC
- WSU Foundation Current Code of Regulations
- WWP 1107
- WWP 2101
- WWP 4001
- WWP 5001

2.B - Core Component 2.B

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

Wright State presents itself clearly and completely to students and to the public through its website and multiple communications to its constituents. General university information is available through the University Fact Sheet and the "About Wright State" tab on the University web site. The UCIE website provides specific information for the application process for international students including tuition costs, fees, and living expenses, plus links to all academic programs. All websites are monitored for accuracy, clarity, and accessibility for persons with disabilities 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 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 membership 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 Voluntary System of Accountability, which provides information on students, admission criteria, costs and campus life through its College Portrait on both the VSA website and also linked through Wright State's website. Wright State also participates in the Student Achievement Measure project to inform students and parents of student progress and completion information. Additional information on student demographics and success is available at the Institutional Research and Campus Completion Committee websites.

Wright State maintains accreditation through the Higher Learning Commission and other professional accrediting bodies for programs in medicine, nursing, clinical psychology, chemistry, music, engineering and computer science, education, and others. Accreditation information is detailed on Wright State's website and discussed in Criterion 4A5.

Programs and Requirements

All Wright State programs and requirements are listed in the university undergraduate and graduate catalogs, which are available to students and the public online. Wright State recently partnered with Digital Architecture to launch undergraduate and graduate catalogs integrated

with a newly implemented curricular workflow 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.

Faculty & 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 all faculty provide access information on their course syllabi.

Costs to Students

Cost of attendance information can be accessed via RaiderConnect, a single point of service for all students, launched in October 2012, to merge enrollment and student services previously delivered through the Offices of the Registrar, Bursar/Student Accounts, and Financial Aid, and offers self-service options on-line through WINGS Express. Cost information is also available on College Portrait. The Bursars/Student Accounts, 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.

Sources

- About page
- Board of Trustees
- CBA Article 7.5 Office Hours
- College Portrait Costs WSU
- College Portrait Voluntary System of Accountability
- Fact Sheet
- Faculty Constitution
- Organizational Chart and Structure _ Wright State University
- Raider Connect
- University Org Chart

2.C - Core Component 2.C

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

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, which outlines the general powers of Ohio's public universities and includes authorizations and restrictions on the following activities: expenditure of tuition, fees, and other funds; provision of housing and dining facilities; building and maintenance of auxiliary and education facilities; establishment of competitive bidding procedures; purchase, grant, or transfer of land; creation and function of an investment committee; allocation of rights and interests in inventions and patents; suspension and dismissal of students; administration of faculty improvement programs; declaration of financial exigency; and the hiring and evaluation of the President. In addition, the Wright State Board of Trustees adopted a Statement of Expectations for the Board that outlines ethical obligations the Trustees have to Wright State, to the Board itself, fellow trustees, the President, and internal and external constituents. Through the above, the governing board of Wright State has demonstrated consistently its intent to make decisions in the best interest of Wright State and assure its integrity while maintaining the Board's autonomy. All Board of Trustees membership, meeting dates, agendas, and minutes are available on the Board of Trustees website to allow full disclosure to the public. Information about the Board of Trustees can be found in the Board of Trustees Bylaws, Guidelines, and Responsibilities.

The structure of the Board consists of six standing committees—Academic Affairs, Advancement, Building and Grounds, Finance, Compliance and Audit, and Student Affairs—ensuring that the reasonable and relevant interests of the University's constituents will be heard. Each public Board meeting includes reports from the student trustees who serve as the voice of the student body, and from the President of the Faculty, as well as special presentations on critical university topics and are listed on the agenda and in the minutes.

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

As evidenced in the minutes of their meetings, the Board of Trustee's deliberations reflect priorities established in the University's strategic plan and these priorities moved forward to the appropriate committees of the Board.

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

As the minutes of board meetings attest, 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 documents commit the university to both its internal and external constituents; the goals of the current strategic plan reflect this dual commitment. As the strategic plan is implemented, specific actions and financial commitments requiring board approval are presented to the board for deliberation.

Participation by the board in the annual Regional Summit affords additional opportunities for board members to understand and deliberate about the interests of external constituents and how the university might reasonably respond, consistent with its mission. 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.

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 bylaws of the Board of Trustees include a "checks and balances" mechanism to preserve the integrity and independence of the Board so that it will not be influenced by potential conflicts of interest. Wright State requires full disclosure by all Trustees, including submission of financial statements to ensure there is no conflict 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.

A retreat with Wright State administration encourages candid and open discussion between the President, Provost and Board of Trustees; and an annual summer public meeting with Wright State's Cabinet and Council of Deans enables further shared information and governance. Finally, the Board of Trustees nurtures an environment of integrity across campus through its support of the Wright State Integrity 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 Board of Trustees delegates day-to-day management of the institution to the President who, in turn, delegates authority to the Provost; University Cabinet, which includes all of the Vice Presidents, General Counsel, and other executive officers; Council of Deans; Faculty Governance, including the Faculty Senate and Wright State-AAUP; Staff Councils for Unclassified and Classified staff; Student Government; the Foundation Board; 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 Faculty Senate 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.

Sources

- [OFFICIAL-L] EthicsPoint phone and Internet-based reporting system
- Board of Trustees
- BOT Bylaws Guidelines & Responsibilities
- BOT Public Session Archive
- BOT Public Session minutes example
- Committees Board of Trustees
- EthicsPoint
- Expectations of the Board
- Faculty Constitution
- Faculty Senate
- Integrity Hotline
- Mission
- Ohio Ethics law
- Open Ohio meeting
- ORC Chapter 3345
- Regional Summit

2.D - Core Component 2.D

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

Argument

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, Faculty Handbook, Collective Bargaining Agreement(s), Student Handbook, and the Wright Way 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, adopted by the Board of Trustees in 1991, commits the institution to "an intellectual, cultural, and social environment on campus in which all are free to make their contribution."

The Faculty Constitution, Faculty Handbook, and Collective Bargaining Agreements affirm the institution's commitment to academic freedom, faculty rights and responsibilities, and excellence in teaching through specific policies and procedures. The Faculty Handbook and the Collective Bargaining Agreement define and describe the essential nature of Academic Freedom in the University as:

Academic Freedom is essential for the proper development of the University. It functions to protect the institution from unwarranted interference by external groups and to ensure the retention of the services of those whose contributions toward its goals make them an essential part of the faculty. In doing so, it secures the autonomy and integrity of the University and makes its development as an intellectual community an object of primary concern.

Academic Freedom is the unqualified right of every faculty member whether or not that person possesses tenure. It carries a reciprocal obligation to respect and maintain the academic freedom of every other member of the University community.

Academic Freedom is the freedom to teach, both in and outside the classroom; to conduct research and to publish, display or perform the results of those investigations; and to address any matter of institutional policy or action whether or not as a member of an agency of institutional governance. Faculty should also have the freedom to address the larger community with regard to any matter of social, political, economic, or other interest, without institutional discipline, save in response to fundamental violations of professional ethics, statements that suggest disciplinary incompetence, or violations of their professional responsibilities as described below.

Faculty are entitled to freedom to teach, profess and discuss material in the classroom subject to limits detailed below.

Sources

- CBA Article 5
- Diversity Statement
- Faculty Handbook Academic Freedom

2.E - Core Component 2.E

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

The Mission Statement indicates that Wright State faculty and students will "conduct scholarly research and creative endeavors that impact the quality of life." This is further refined in the Strategic Plan which provides the goal of attaining "national prominence in research, scholarship and entrepreneurism by increasing opportunities and incentives for faculty and student research, fostering an entrepreneurial culture with research programs that revitalize the region's economy, becoming more agile in response to the needs of community partners, and supporting the commercialization of the university's intellectual property." 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. In FY15, Wright State researchers were awarded nearly $82M in external funds. Federal sponsors supported more than one-half of the funding and funding for basic and applied research projects exceeded $42M of the total FY15 awards.

Clear institutional policies and procedures guide academic and professional practices to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly in ways that are ethical, safe, and sustainable. Consistent with the University's mission, these policies address academic honesty, protocols for human and animal subjects in research, biohazards and radioactivity, intellectual property, financial conflict of interest, responsible conduct of research, and sustainability.

WWP 2101 "Administrative Procedures for Allegations of Research Misconduct" was approved by the Board of Trustees in 1998 and revised and updated in 2008.This policy 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 Integrity.

Academic integrity, including plagiarism, is addressed in the student and faculty handbooks, and on the web page of the Office of Community Standards and Student Conduct, which also addresses sanctions for student academic dishonesty. Training on ethical behavior and academic integrity is offered regularly for faculty and students via the Center for Teaching and Learning,

the Offices of Research and Sponsored Programs, and the Office of Community Standards and Student Conduct.

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, including in instruction, via administrative oversight bodies, including the Office of Research and Sponsored Programs, 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 (approved by Board of Trustees in 2001). While all members of the academic community are responsible for integrity in research, specific administrative oversight for research is provided by the Vice President for Research through the Office of Research and Sponsored programs which oversees pre-award, post-award, compliance, and technology transfer.

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. In addition to policies and procedures, the website provides access to the forms 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 used by the University's Outside Interest Committee to determine potential financial conflicts of interest. Online Collaborative Institutional Training Initiative (CITI) training is available to all Wright State faculty, staff and students. Anyone undertaking human subjects research is required to complete CITI training before a protocol is approved. 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 for expenditure.

Oversight for research with human and animal subjects is governed by the Wright State Institutional Review Board and the Laboratory Animal Care and Use Committee (LACUC) respectively. The Institutional Review Board follows a set of standard operating procedures that govern all human subject research. Its work is supplemented by the Federal Wide Assurance Board, established in 2002 with the U.S. Department of Health and Human Services' Office for Human Research Protections. LACUC'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 enjoins 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" under the auspices of the Vice President for Business and Finance. The EHS website provides links to approval forms, training, policies and procedures, and to the Institutional Biosafety Committee for use of biohazardous materials, and the Radiation Safety Committee. For the use of radioactive substances, 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, including faculty, staff and students, are properly trained and are 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 with both the Radiation Safety office and EHS.

Radiation compliance is assured through EHS audits of laboratories that utilize radioactive material. Information regarding the frequency and results of those audits can be found in the Radiation Safety Office. 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.

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 University Research Technology Transfer webpage, 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.

Conflict of Interest

Wright State's Research Conflict of Interest and Financial Disclosure Policy is provided in WWW 1107. 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 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 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 WWP 2101 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 of Community Standards and Student Conduct.

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, and orientation and training. The Academic Integrity Policy, revised and approved by the Faculty Senate in 2009, addresses appropriate use of information when completing academic assignments, quizzes and exams. A Student Guide to Academic Integrity as well as a Faculty Guide to Academic Integrity assist both students and faculty in understanding expectations and processes relative to academic integrity. Both documents outline the process for resolving cases of student academic misconduct.

The Policy and the Code can be accessed on the Office of Community Standards and Student Conduct web page, and via the Faculty Handbook and Student Handbook. The policy is also available to students via brochures from the Office of Community Standards and Student Conduct. Copies of both brochures are available and regularly disseminated at New Faculty Orientation, in UVC 1010 classes (Introduction to College Life class for first year students) and by faculty in class.

As noted previously, University College, 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. The Raj Soin College of Business has an annual Business Pledge Ceremony for students in the college. 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 a pledge committing to integrity and fair dealing in the profession.

In addition to the above, numerous courses at both the undergraduate and graduate level specifically address research and professional ethics. These include Research and Methods courses, research ethics courses (in the Biomedical Sciences Ph.D. Program, for example), an Internet Security Course that carries a Statement of Ethics, ethics courses (in Liberal Arts and the College of 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.

As indicated above, Wright State has policies on academic honesty and integrity and the University enforces such policies for both faculty and students. The Student Guide to Academic Integrity as well as the Faculty Guide to Academic Integrity assist both students and faculty in understanding the expectations relative to academic integrity. Both documents also outline the process for resolving cases of student academic misconduct.Beginning in Fall 2015, all incoming graduate students receive basic responsible conduct of research information and training during Graduate School Orientation. Students enrolled in research-based programs will be required to take additional RCR coursework during their tenure, overseen by the Graduate School. The

training is provided by subject matter experts and supplemented by online training modules as appropriate (e.g. CITI).

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, a major revision to Wright State's policy was completed in 2008.

Recently, the Vice President for Research requested that the process for the response to allegations of research misconduct be revised. This task was assigned to a subcommittee of Research Council and was reviewed by the AAUP. The revised policy went to the Faculty Senate for approval and adoption. The revised policy was put in place Fall 2015. The policy can be found through the WWP website, or by clicking on the Research Compliance website.

Sources

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- CBA Article 20
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- Convocation and Orientation BSoM
- CORE Scholar - Wright State University Research
- EHS website
- Faculty Guide to Academic Integrity
- Financial conflict of interest
- Graduate Student Orientation
- Intellectual Property Policy
- Outside Interest Committee
- Radiation Safety
- Research - human subjects IRB
- Research - Lab Animals
- Research misconduct policy
- Research Technology Transfer
- Student Guide to Academic Integrity
- Violations 2014-2015
- WWP 2101

2.S - Criterion 2 - Summary

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

Summary

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 our resources. The organizational structure supports effective management of the institution and our programs, operations, and finances, within a framework of accountability. The Board of Trustees has delegated the management of the institution to the President and his leadership team, reflecting trust, confidence, and the long tradition of collaboration with engaged Trustees, committed to Wright State's mission. Wright State's operations are guided by the laws of the State of Ohio, the Wright State Ethics Statement, and the policies and procedures in the Wright Way Policy manual. 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

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Wright State's Faculty Constitution states, "Wright State Faculty shall determine the curricula leading to all degrees and certification programs offered by Wright State and shall determine the content of all courses in such curricula." Through such faculty deliberative bodies as the Undergraduate Curriculum Committee, the Undergraduate Curriculum Review 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.

In 2012, curricular requirements for all programs were carefully reviewed and revised when Wright State moved from a quarter to semester academic calendar. 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 meetings and via the undergraduate and graduate catalogs for students.

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 38 degrees with either national professional accreditation or State of Ohio accreditation.

Wright State's Raj Soin 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 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. Master of Public Administration programs is 1 of 10 accredited in Ohio and 1 of only 300 accredited programs worldwide (US and 14 countries). The Department of Social Work is accredited separately for the BASW and the MASW, which is a collaborative program with Miami University. Wright State's College of Nursing and Health's recent accreditation visit by CCNE resulted in a 10 year approval with no recommendations for program improvement.

Wright State University's Rehabilitation Services was one of the first two undergraduate programs in the nation to be accredited by the Council on Rehabilitation Education in April 2012. In its most recent accreditation visit, the NCATE Board of Examiners noted several strengths including: the unit's comprehensiveness in assessment practices; the unit's commitment to ensuring that Wright State candidates have authentic field experiences; the unit's substantial investment in continuous improvement; modeling best practices in teaching; and actively engaging in dialogues with P-12 practitioners to improve teaching, candidate learning, and the preparation of educators.

The Bachelor of Science in Clinical 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 areas of ABET.

Student Performance on National Exams

Wright State students perform at the professional level commensurate with their degree programs.When Modern Language students study abroad in outside programs, they are tested and consistently placed in the top levels. Music Education majors in the Wright State School of Music typically score above the national average for EdTPA Portfolio Exams and these students are passing at a rate above 90% for the Ohio Assessments for Educators Licensure Exam. Scaled scores on the initial teacher licensure exams are well above the state cut scores for students in Wright State's College of Education and Human Services.

Over the past few years, the College of Nursing and Health has exceeded both the national and state pass rates on the NCLEX-RN licensure examination. In 2015, the College of Nursing and Health traditional BSN program pass rate was 91.4%, exceeding the national average of 84.53% and the Ohio average of 81.21%. In 2014, the College of Nursing and Health traditional BSN

program pass rate was 92.4%, exceeding the national average of 81.78% and the state average of 77.18%.

Certification pass rates for graduates of other College of Nursing and Heath master degree concentrations have also exceeded national averages with many programs having 100% pass rates for the last few years. Adult Gerontology Acute Care Nurse Practitioner pass rates have been 100% for the last 18 years, Pediatric Nurse Practitioner rates have been 100% since 2012, and Family Nurse Practitioner rates have been above the national average since 2012. A new program, Psychiatric Mental Health Nurse Practitioner, had 100 % pass rates in its first year.

Graduates of the university's clinical mental health counseling program consistently achieve high pass rates on the National Counselor Examination with an the average pass rate for the past three years was 94.3%.

Average students in the Finance department consistently perform in the 81st percentile with several in the 92nd and 96th percentile in the nationally administered Bloomberg Assessment Test

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. Students in Wright State's College of Science and Mathematics' B.S. in Biological Sciences: Clinical Laboratory Sciences program have established a greater than 95% pass rate on the Board of Certification exam (through American Society of Clinical Pathology) compared to national averages at 84%, over the past five years. 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 approval of new programs. The same is true for Minor Programs and Certificate Programs. Learning objectives for new courses, both graduate and undergraduate, must be listed on the Work Flow Template when syllabi are submitted for review. Learning goals within degree programs are clearly articulated in the catalog. Graduate School policy requires that when courses are dual listed at both the undergraduate and graduate levels (e.g. 4000/6000 levels) the graduate syllabus must reflect 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.

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 disseminate information on student learning and assessment, and

provision of assessment findings to the Faculty Senate's Undergraduate Curriculum Review Committee, the Graduate Council, the College or sponsoring unit, and the Provost's Office to ensure University wide participation in the review process.

The Wright State faculty has 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 the main 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

As of fall 2015, Wright State offered 212 online and 69 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. To support faculty in offering online and hybrid courses, Wright State's Center for Teaching and Learning offers professional development to assist the faculty in designing course materials to help all students succeed and meet the learning goals. Wright State also embraces the Quality Matters framework for designing online course materials.

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 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 that allows 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.

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- Graduate School grading standards
- Indicators of Program Quality and Effectiveness _CEHS
- New Courses with Syllabi
- Outcomes Assessment _ Academic Affairs _ Wright State University
- Pilot Support _ Center for Teaching and Learning _ Wright State University
- Points of Pride _ Raj Soin College of Business _ Wright State University
- Program Accreditations
- Transfer Student Resource Center
- Wright-State-Core Distribution To Elements

3.B - Core Component 3.B

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

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 and the Ohio Department of Higher Education. In the 2014-2015 academic year, the Faculty Senate approved a policy that requires a quadrennial review and revision of the Wright State Core.

According to Ohio Department of Higher Education's General Education Guidelines, applied associate degrees (Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies, and Associate of Individualized Studies) must include at least 15 semester credit hours of general education coursework. At Wright State University, applied associate degrees include one course each from English Composition and Oral Communication; Mathematics, Statistics, and Logic; Arts and Humanities; Social and Behavioral Sciences; and Natural Sciences.

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.

The learning outcomes for the Wright State Core are are designated as University Learning Objectives and are thus expectations of all undergraduate degree programs and are appropriately integrated into each degree program. Wright State graduates will be able to:

1. communicate effectively
2. demonstrate mathematical literacy
3. evaluate arguments and evidence critically
4. apply the methods of inquiry of the natural sciences, social sciences, and the arts and humanities
5. demonstrate global and multicultural competence
6. demonstrate understanding of contemporary social and ethical issues
7. participate in democratic society as informed and civically engaged citizens

Strengthening the integration of Wright State learning objectives in all degree programs is the focus of Wright State's Quality Initiative submitted in June 2012 to the HLC. Wright State joined the HLC Assessment Academy to support the Quality Initiative, which seeks to "create a community of teaching and learning across the entire university" where

1. All university academic programs include and assess appropriate university level learning outcomes in the major curriculum;
2. Academic programs gather and analyze data from assessment and adjust pedagogy as appropriate.

As part of the HLC Assessment Academy project, Wright State identifies a specific university learning outcome or outcomes each semester. At the beginning of the following semester, faculty who teach within the Wright State Core review syllabi and artifacts submitted from Core courses where selected outcomes have been identified. Faculty reviewers assess student performance using a rubric based on the AAC&U Value rubrics to ensure the Core meets the university learning outcome(s). Analysis and quantitative data from this work are posted to Wright State Assessment page.

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 are integrated into the Wright State curriculum via courses with a SRV or SRVI course designation.

Wright State's academic programs provide educational experiences that connect a global community. In the College of Liberal Arts, for example, students can earn a Bachelor of Arts in African and African American Studies, Crime and Justice Studies, International Studies, Liberal Studies,Social Science Education,Women's Studies, and Modern Languages--(French, Spanish, and German-- and minors in these three languages as well as in Chinese and Russian Studies).

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, 684 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. 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. Through third party provider program options students can study on six continents in 40 countries and in most cases without prior language experience.

In addition to the above, First-Year Programs, which include the Learning Communities Program, common text, and Welcome Week, programs offered by the Division of Multicultural Affairs and Community Engagement (MACE), by student organizations and others offer students rich variety of opportunities to understand and appreciate the human and cultural diversity of the world in which they live and work.

Wright State is ranked in the top five nationally for Disability-Friendly Schools. 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.

For the past 5 years Wright State has also been named a Military Friendly School. The Veteran and Military Center 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.

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 entrepreneurism."* 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.

Faculty scholarly productivity is documented annually by each college through Faculty Activity Reports and is assessed according to 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. The Campus Online Repository (CORE Scholar) documents many scholarly publications by unit, center, and department on campus. Approximately 200 of the faculty use the CORE Scholar Repository with 1884 publications between 2011-2015.

Wright State has built an exceptional research infrastructure that includes six Ohio Centers of Excellence and the Wright State Research Institute. Wright State received $81,711,317 in research and sponsored program awards in fiscal year 2015. To support and accelerate its research efforts, in 2007 Wright State opened its Matthew O. Diggs III Laboratory for Life Science Research as the focal point for a research corridor encompassing medicine, engineering,

computer science, and mathematics. The complex houses about 80 researchers who train graduate and students in molecular genetics, molecular biology, biochemistry, and cell biology. In 2015, Wright State opened its $37 million, 90,000 sq. ft., cutting-edge Neuroscience Engineering Collaboration Building to promote collaborative work and learning for leading engineers, neuroscientists, neurologists, fellows, and medical students.

Wright State's Research and Sponsored Programs (RSP) provides assistance with external grant submission and award management. RSP also offers support for faculty research and professional development through competitive internal programs such as the Research Initiation Grant and Professional Development Grant Programs. Funding and grants received by Wright State are documented at the RSP Publications webpage.

Student Scholarly Activities

Wright State also offers a robust infrastructure in support of student scholarly activities. 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 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 has also initiated a grass-roots funding organization managed by the Advancement Office, the Women in Science Giving Circle. The Circle awards student scholarships, $1500, 2-3 per year, to women students in STEMM disciplines who are doing research, and grants of $5000 to women faculty in STEMM.

Student and faculty creative work in the fine and performing arts has been outstanding, garnering national awards. Students in these disciplines provide the entertainment for the Wright State annual Arts Gala which has raised more than $1.8 million in scholarships for fine and performing arts students at Wright State during Arts Gala's 16-year history.

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' 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; and Nexus student magazine has published student poetry since its inception.

Sources

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- Wright STEPP

3.C - Core Component 3.C

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

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 923 full-time faculty, 61% of whom have the highest academic degree offered in their field, a student faculty ratio of 22:1, and 87% of undergraduate classes with fewer than 50 students and 66% with fewer than 30 students, Wright State has the faculty to offer effective, high quality academic programs and student services. With over 1,901 staff, Wright State also has the staff needed to offer academic support and student services.

Wright State has participated in several studies that provide multiple points of data regarding recommended number of faculty, including the Delaware Study, a National Study of Instructional Costs and Productivity, comparative data with the other 13 state-supported university main campuses, and studies of 35 peer institutions.

Data derived from the staffing analyses are used to measure critical instructional ratios, monitor current trends in student/faculty/FTE counts, and to inform hiring and budgetary decisions.

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

Wright State employs a practice of determining the proper qualifications and credentials of all instructors which 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 typically also define 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.

In addition to expecting documented excellence of these parameters, candidates participate in structured interviews so various groups of faculty, staff and students can have input as to the qualifications of the applicant to the position. The hiring of instructors is reviewed with regard to credentialing on a number of levels appropriate to the position, often including the search committee, department chairs, the Office of Equity and Inclusion, and Wright State administration prior to an offer for employment being made. Teaching ability, presentation of research, and demonstration of communication skills are included in the interview phase of the hiring process. Specific information pertaining to hiring processes, benefits, professional development/training opportunities, and other employment resources is public is documented in the HR hiring policy.

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 all tenure-eligible and non-tenure eligible 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 add to this 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/or tenure follow 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.

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.

To ensure instructors are supported professionally and in their teaching roles,faculty are provided with annual Professional Development Funds as indicated in the CBA; $990 for tenure eligible and $500 for non-tenure eligible that can be accumulated up to three years.The Center for Teaching and Learning (CTL) provides training for faculty, staff and graduate teaching assistants

on teaching strategies and instructional technology. Faculty also have the opportunity to take advantage of the University's professional development leave program.

The Provost's Office has collaborated with the CTL to offer Teaching Innovation Grants to support course redesign using innovative pedagogies to enhance student learning and to engage students in active learning. Proposals are encouraged for undergraduate courses at all levels, including the Wright State Core, individual majors, and widely taught service courses.

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, seven round table sessions where faculty had the opportunity to discuss a variety of topics related to student success. The Symposium was well attended by over 150 faculty and instructional staff.

The Office of Multicultural Affairs and Community Engagement (MACE) offers Inclusion Infusion grants to members of the Wright State community to support the integration of multiculturalism in their work. Of the five categories of grants, two recipients collaborate with CTL and focus on integrating multicultural perspectives in the classroom. MACE also offers Social Entrepreneurship Funds to support innovative projects geared toward making a positive impact on society.

Many colleges provide funding opportunities to enhance faculty teaching and research. For instance, the Collaborative Education, Leadership, and Innovation in the Arts program offers a Fellows Program to support collaborative, interdisciplinary projects. The Raj Soin College of Business Rike Foundation awards scholarly research and projects to support consumer and marketing research. The summer academy, Explorations in Teaching and Learning, is a series of six sessions of interactive activities on topics of best practices and innovative teaching approaches. Faculty who attend receive faculty development funding.

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.

The College of Education and Human Services offers a number of opportunities to further support faculty professional development. Faculty Development Grants, administered by the college's Faculty Affairs Committee, support special projects that contribute to one or more of the faculty member's areas of teaching, scholarship, and/or community partnerships. In addition, the College of Education and Human Services Partnership/Community Grant provides support for faculty collaborations with schools and community organizations to promote opportunities that enhance faculty research activities, contribute to student learning, and provide high quality professional development for faculty and partners.

3C5 - Instructors are accessible for student inquiry.

The CBA explicitly sets minimum availability of instructors 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.

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 hire highly qualified staff and provide 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 has been enhanced through the Office of Equity and Inclusion's emphasis on training of members of search committees. All search committee members are required to attend this training to ensure consistency in the interview and selection process. References are contacted and background checks are performed before an individual is offered employment.

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. Additionally, the division's staff development committee hosts workshops throughout the year featuring local content experts on current issues to further support staff members' competencies and professional development. University College has a budget specifically for professional development to support staff members to attend conferences and workshops.

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3.D - Core Component 3.D

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

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

As outlined in 1A2, 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.

University College supports the students, faculty, and staff of undergraduate programs across campus through programs and services in academic advising and transfer services, academic success centers, developmental education and first year programs. University College is a national model recognized for its programs including Learning Communities and Supplemental Instruction. In collaboration with Wright State's degree-granting colleges, University College provides over 50 Learning Communities to more than 1,000 first-year students who share academic and social interests.

Other support services are provided to students through the Division of Student Affairs, which provides essential services and educational programs to help a diverse array of students achieve their academic and personal goals. 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 2,350 interviews each year. In addition, colleges and campus offices have established services to provide students and employers with a network of career resources.

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 Division of Multicultural Affairs and Community Engagement works to transform the lives of students and the community by promoting intergroup understanding, equity, social responsibility, and service while working to prevent discrimination. Their work helps to ensure access so all who can contribute to and benefit from a relationship with Wright State are welcomed.

Wright State values the innumerable contributions and many sacrifices made by military and veteran students. The Veteran and Military Center, opened in 2014, provides services such as free tutoring, GI bill processing and counseling, priority registration and advocating 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 goal is for each student to attain optimal independence; this focus on the individual is the reason that ODS is ranked as a national leader in supporting students with disabilities.

The Safe Space program at Wright State, featuring a GLBTQA Resource Room in the Student Union and Mixed Gender housing option offered by Residence Life and Housing, provides a comprehensive, engaging educational program that transforms the campus environment for Gay, Lesbian, Bisexual, Transgender, Questioning, Ally students, staff and faculty.

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.

Wright State uses a combination of placement testing, the student's academic record, course prerequisites, and intentional academic advising to direct entering students to courses and programs for which they 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 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; an Honors living experience in the Honors Residence Hall. Honors student organizations; and an annual Honors Institute includes nationally and internationally recognized speakers.

Learning Support

The primary home for learning support is University College's 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. The multifaceted services 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 Mathematics 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 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. Additional support for students is provided via the Wright Math Center in the College of Science and Mathematics. Many colleges and departments offer additional support centers focused on the subject area.

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 advising. Most incoming students are assigned to University College's Academic Advising Center, which provides academic advising to the majority of direct-from-high-school students and many transfer and adult students. Students who meet admission requirements for academic colleges may be directly admitted to that college for their program-specific advising. The Transfer and Non-traditional Student Center 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. University College's Testing Services facilitates placement in Mathematics and English for all of these 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 mathematics prerequisite requirements is clearly displayed on the web.

University College works with the Admissions Office to help College Credit Plus students identify and register for specific college courses permitted for their enrollment. The Registrar's Office oversees Advanced Placement credit, which follows the Ohio Department of Higher Education Advanced Placement policy governing the application of transfer credit for a score of 3 on Advanced Placement examinations.

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:

- The Wright State Math Academy - The Math Academy enables students to get a head start on or complete the developmental math course before the semester begins. The Math Academy uses ALEKS, the same individualized, web-based system used for placement and in the developmental course in the Math Studio. The mastery-learning format used

allows the progress made by the student in the Academy to transfer seamlessly to the subsequent developmental or for-credit course.

- The Wright State Writing Academy - The Writing Academy is designed for students who would initially be placed in the developmental writing course. The Writing Academy is a four-week intensive program to introduce students to college expectations in writing and reading comprehension. At the end of the program, the English Department will assess student performance and determine the appropriate placement based on student progress in the academy.
- LEAP Intensive English Program - Learning English for Academic and Professional Purposes 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.
- Wright STEPP - Science, Technology and Engineering Preparatory Program is designed to increase the number of students from the region's major urban school districts with adequate academic preparation to earn their bachelor's degree in Science, Technology, Engineering, and Mathematics by providing substantial academic, motivation and self-advocacy skills coupled with financial support.
- CECS Academic Advantage Program - is 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.
- Wright State's Upward Bound Program - The Upward Bound Program is a federally funded program designed to encourage high school completion and college attainment. The program provides tutoring, monthly career and cultural activities, and a six-week summer residential academy for 55 eligible students.

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 undergraduate 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 Undergraduate Academic Advising Council was formed in 2006. 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.

There are approximately 40 professional advisors providing advising services to students among the six undergraduate degree-granting colleges and University College for undecided and intending majors. Honors students receive supplemental academic advising through the Honors Program, and student-athletes through the Athletics Department. Advisors utilize integrated technology to monitor early alerts, class attendance, tutor referral attendance, and degree course milestones to facilitate case management that emphasizes an intrusive, proactive model of advising.

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 provides a wide variety of resources and physical spaces to support the teaching and learning needs of faculty and students. The 557 acre Dayton Campus and 173 acre Lake Campus include 130 electronic classrooms, 35 general computer labs and classrooms, 14,000 square feet of science lab space, a new 67,000 sq. ft., $14.3 million Student Success building that opened in 2015, clinical space in local hospitals and institutes, performance spaces, teaching enhancement grants, and formal units, like the Center for Teaching and Learning (CTL), and Computing and Telecommunications Services (CaTS), specifically designed to enhance effective teaching and learning. A sampling of some of the state-of-art infrastructure, learning spaces and computer labs on campus is given below

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. CaTS supports faculty and students in their use of the Tegrity lecture capture software. Tegrity 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.

Clinical Spaces

Instead of operating a university-based hospital for clinical training for medical students, 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 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. The institute opened in 1989 and 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.

A high-tech home to serve as an educational facility for nurses and other health care providers as well as students at Bethany Village in Centerville is part of a new collaboration between Graceworks Lutheran Services and the Nursing Institute of West Central Ohio. This will be the first time a family of simulated models, monitored remotely by faculty through robots, will occupy a "Living Laboratory" for nursing instruction at a senior living community.

Performance Spaces

The Wright State Creative Arts Center, completed in 1973 and significantly expanded in 1990, 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 began a renovation and expansion in Spring 2014. Improvements include 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. The project is set for completion by the start of the Fall 2016 semester.

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.

In 2015, Wright State opened the Neuroscience and Engineering Collaboration building bringing together Wright State systems research engineers and physicians affiliated with the Neuroscience

Institute to create a unique synergy with few parallels in the nation. By working shoulder-to-shoulder in a unique, state-of-the-art facility dedicated to laboratory research, scientists, engineers, and physicians will have an opportunity to generate and share innovative ideas, support one another and collaborate. The Matthew O. Diggs III Laboratory for Life Science Research, opened in 2008, which received the LEED NC-Gold rating in 2008 becoming the first laboratory in Ohio to receive this status.

The Soin Trading Center in Rike Hall features a stock ticker, computer software programs from leading investment information providers like Bloomberg, Ibbotson and Baseline, and real-time coverage of financial markets from CNBC, CNN and others. The College of Nursing and Health is in the process of developing a new laboratory space to support high fidelity simulation with 2 operator stations, closed circuit TV and cameras to record student activity for later review.

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 24/7 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 who provide a peer-to-peer learning environment that prepares students for a lifetime of learning in an increasingly technological world. The Libraries' Special Collections & Archives guides students in using primary sources, such 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 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.

CaTS provides a variety of online support for students in the effective use of research and information resources, including online tutorial resources, such as Atomic Learning. Atomic Learning offers hundreds of online video tutorials on current and popular software titles, including Microsoft Office and Adobe products. It also offers instruction on topics such as avoiding plagiarism, collaborative writing, writing style guides, using statistics, etc. CaTS also 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. The Educational Resource Center provides intellectual and physical 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

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

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

Consistent with Goal 2 of the Wright State Strategic Plan--*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*--Wright State provides an extensive array of programs, services and activities that enhance student learning and development.

Examples of purposefully designed educational co-curricular programs:

- Presidential Lecture Series - Presidential Lecture Series was developed to advance human justice and promote the university's commitment to creating a diverse university community and learning environment.
- Student Leadership Series - The Student Leadership Series consists of four courses for credit where students explore their individual leadership styles to working in groups and the community. Students completing the Emerging, Established, Advanced and Senior courses are recognized as a certified student leader.
- Orientation and Transition - Wright State provides several programs throughout the first year to help students get further acquainted with the University and ease the transition to college.
- Career Network - Wright State provides students and employers with a network of connections to career services professionals, faculty, and resources.
- Take Flight Leadership Retreat -Take Flight is a highly interactive intensive leadership retreat for 75 to 100 student leaders held each summer at an off-campus camp site. The curriculum rotates contemporary leadership texts every three years to offer returning students different content each year.
- Learning Communities - University College provides over 50 Learning Communities to more than 1,000 first-year students who share academic and social interests.
- STEM City - is a living-learning community organized by the College of Science and Mathematics, the College of Engineering and Computer Science, and Residence Life & Housing for new first-time, first-year students who have an interest in science, technology, engineering, and mathematics.

The programs and services provided by Student Union and Campus Recreation provide numerous benefits including leadership development, skill acquisition, social interaction, physical fitness, stress relief and career exploration. Twenty two club sports and intramural teams in twenty sports, involving more than 1600 students, foster team building skills and enable productive social interaction.

The Office of Campus Recreation is dedicated to providing quality recreational opportunities for the campus community, from working out in a state-of-the-art fitness center or hiking with the F.O.O.T. program on the Appalachian Trail. Adapted Recreation programs provide competitive and recreational opportunities for disabled students, faculty, staff, and alumni. Although these programs are designed specifically for individuals with disabilities, everyone is encouraged and welcome to attend. Campus Recreation's Rec Fit program offers a wide variety of non-credit group fitness sessions to help individuals meet their fitness goals, from the novice exerciser to the varsity athlete. Campus Recreation hosts a wide variety of sporting activities throughout the year through Sport Clubs and Intramural league tournaments and events.

Wright State sponsors sixteen Division I sports for men and women in the Horizon League. Over 250 students participate in sports that not only engage them physically, but contribute profound educational benefits. The aggregate student athlete grade point average has exceeded 3.0 for 33 consecutive academic terms. The athletic program at Wright State is recognized as an integral part of the total educational process, designed to contribute to the development of the student-athlete's health, fitness, leadership skill, and respect for others among all NCAA Division programs in the United States.

The Ervin J. Nutter Center serves as Wright State's primary sports and entertainment venue and provides a variety of facilities that serve intramural sports, and recreation, athletics and academic departments. The Nutter Center's standard of excellence and versatility has made it one of the premier stopping points for over 20 national touring concerts and performances each year including musicians from every genre and world renowned family shows. It is home for high profile sporting events including regional and state high school volleyball, basketball, and wrestling tournaments. In addition to the main arena, the Nutter Center houses four basketball courts, a recreational running track, a fully equipped fitness center, 60,000 square feet of exhibit space, classrooms and dressing rooms. With a maximum seating capacity of 11,500, the Nutter Center is ranked nationally for venues of its size.

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.

For each of the past four years, Wright State has been named to the President's Higher Education Community Service Honor Roll for its service and civic engagement. 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 2015 Community Engagement Classification. In 2015, students, faculty and staff volunteered 119,000 hours in community service. Make a Difference Day, Raiderthon, Raidersgiving and events organized by We Serve U are only a few of the community service opportunities offered on and off campus.

The primary institutional-level tool used to measure student engagement (enrichment through co-curricular activities) is the National Survey of Student Engagement which is described in more detail in Component 4B2. In 2011, Wright State was one of eight institutions selected by the Spencer Foundation Learning to Improve project in cooperation with the National Survey of Student Engagement. Wright State was chosen from an initial field of 543 schools, all of which had improved scores in all five NSSE scales over a ten-year period (1999-2009): level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment. Principal investigators from NSSE spent 2 days on the Dayton campus interviewing staff, faculty, administrators, departments, programs and students about innovative ways Wright State was improving in these five areas.

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- Stem City
- Student Leadership opportunities
- Take Flight Student Activities
- We Serve U « Wright State University

3.S - Criterion 3 - Summary

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

Summary

In keeping with its educational mission, Wright State provides high quality programs through the 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 the Office of Disability Services, University Center for International Education, the Veterans and Military Center, and the Transfer and Nontraditional Student Center.

Wright State's mission of teaching and research is made possible by the contributions of our outstanding faculty who serve as role models and mentors. With over 900 full time faculty and 1,900 committed staff, we have the personnel needed to provide high quality educational experiences and outstanding student services.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

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

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

Wright State is committed to maintaining a practice of internal and external program reviews in order to ensure educational quality. In 2005–06, Wright State instituted its Undergraduate Academic Program Review Process to review, assess, and continuously improve the quality of all undergraduate programs. Mapped to the accreditation criteria of the Higher Learning Commission and overseen by the Program Review Sub-Committee of the Faculty Senate's Undergraduate Curriculum and Policies Committee, the guidelines for Academic Program Review and template ensured appropriate ongoing attention to program quality, student performance, and learning outcomes, with a comprehensive review of all undergraduate programs within each department every seven years. This process was continued until 2010-2013 when it was suspended as Wright State evaluated, restructured, and redesigned all courses and

programs, graduate and undergraduate, as part of its conversion from a quarter to a semester academic calendar in compliance with the State of Ohio mandate.

In 2013-2014, program review processes across the institution were transformed to align with the adoption of Wright State's Strategic Plan. Under the new format, all minors and degree programs (except doctoral programs which will continue to be reviewed by the Graduate School) undergo a comprehensive program review every five years following the adoption of a new strategic plan. To ensure a more uniform approach is taken to the program review process university-wide, templates have been created for program and departmental reviews and rubrics for evaluating programs and departments have been created.

In 2014-2015, all curricular-based programs within a department were reviewed. All multidisciplinary and co-curricular programs will be reviewed in 2015-2016. The Assurance of Learning Committee oversees the program review process, as well as assessing program learning outcomes university-wide This committee consists of at least one faculty member and one administrator from each college offering undergraduate programs and representatives from Student Affairs, Wright State Library, and the Graduate School. The Assurance of Learning Committee evaluates the programs using program review templates, and then communicates its findings to the Faculty Senate's Undergraduate Curriculum Committee, the Graduate Council, the College or sponsoring unit, and the Provost's Office.

In 2010, the Graduate School instituted a formal program review process that ensures Wright State's six Ph.D. programs (Engineering, Computer Science and Engineering, Environmental Sciences, Human Factors and Industrial Organization Psychology, Interdisciplinary Applied Science and Mathematics, and Biomedical Sciences) are reviewed every five years. Each program conducts an extensive self-study and submits names of potential external reviewers to the Graduate School, which then selects three members to serve on an external committee to review the self-study and conduct a site visit, during which the reviewers meet with faculty, administrators, students, and alumni. After the visit, the review committee submits a report to the Dean of the Graduate School, who reviews and then transmits it to the Dean of the college in which the program resides. The Dean then shares the report with the program director and other relevant administrators within the college, who generate a response to the report, detailing the program's plans to address any concerns raised by the external report. The Dean of the college then consults with the program director and relevant administrators to allocate resources according to priorities and plans as elaborated in the response. For example, following the last Ph.D. in Industrial Organizational Psychology review, four graduate teaching assistant positions were approved by the Dean and Provost in response to the critical needs identified in the review.

In addition to the reviews conducted at the university level by the Faculty Senate and the Graduate School, 22 programs at Wright State are professionally accredited and are reviewed at regular intervals by regional or national professional bodies. These professional accreditations are appropriately aligned and integrated with the internal university program review processes.

Many programs within Wright State are regularly reviewed internally at the college-level. The College of Education and Human Services, for example, reviewed all of its programs over the three-year period 2009-2012 in a process overseen by its own appointed Unit Assessment

Committee consisting of ten members, including faculty, staff, and relevant constituents from outside the college. Examples of actions taken as a result of recommendations from the College of Education and Human Services academic review process include discontinuing the Counseling Exceptional Children program due to the report's indication of low enrollment; expanding the World Languages program to include Latin and German in response to needs indicated in that program's report, restructuring the Educational Technology program in response to recommendations in the report and assigning new faculty lines to Rehabilitation Services and Marriage and Family Counseling.

The Raj Soin College of Business reviews all of its programs two times between AACSB visits, and at the end of each review cycle the program's faculty convene in dedicated meetings to review and discuss findings. In the College of Science and Mathematics, Earth and Environmental Sciences and Microbiology and Immunology recently commissioned their own self studies, including review by external visitors, whereas other programs have increased the scope of their annual assessment reports to include measures similar to those used in external reviews.

The cyclical process of regular internal and external review of programs has informed decision-making across Wright State, especially at the college-level. For example, the Raj Soin College of Business constituted several committees to oversee implementation of plans generated in response to reviews. The Faculty Qualifications Committee tracks the number of faculty who focus on scholarship, practice, or a combination of both; the number of full-time vs. part-time faculty; and retirements or other departures from faculty ranks. The Faculty Qualifications Committee then makes recommendations regarding hiring, based upon the Participating/Supporting Checklist for Faculty and the AACSB recommended percentages for faculty in the above mentioned categories.

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 evaluates all credit that it transcripts in accordance with statewide policies that govern the transfer of credit for all public institutions in Ohio. The Ohio Articulation & Transfer 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, which governs general education courses; the Ohio Transfer Assurance Guides for foundational courses in more than 40 majors; the Ohio Career Technical Credit Transfer Guides which provide for transfer of credit earned in limited secondary or adult career-technical education institutions; and the Ohio G.I. Promise for Military Credit. Wright State also awards credits by examination and portfolio review through the Prior Learning with a Purpose Program.

In addition to the Ohio Department of Higher Education transfer guarantees, Wright State uses established undergraduate course equivalencies between schools, with decisions made by department faculty. These equivalencies are posted on a course applicability system, Transferology, which is a national network 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.

Programmatic Articulation Agreements are also in place with several two-year/community colleges, including Clark State Community College, Edison Community College, Northwest State Community College, Rhodes State Community College, and Sinclair Community College.

4A2 - The institution has policies that assure the quality of the credit it accepts in transfer.

Consistent with Wright State and Ohio policies, 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. Upon receipt of an electronic transcript, the Admissions office matches the transcript to the student in the student information system (Banner) and forwards the transfer request to the Office of the Registrar. The degree audit system (DARS) and Banner 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 (no developmental courses, appropriate grades based on the term the course was taken, special faculty evaluation for religion courses, etc.). 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 DARS and Banner, identifying any errors.

Upon receipt of a paper transcript, the Admissions office scans the document and forwards the request to the Office of the Registrar. The transfer credit is then evaluated manually, with the same reports run to ensure accuracy.

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 transfer 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.

Credit by Exam – Wright State awards college credit based on five exams:

- Advanced Placement (AP)
- College-Level Examination Program (CLEP)
- DANTES Standardized Subject Test (DSST)
- Excelsior College Credit by Examinations (ECE)
- International Baccalaureate (IB)

Wright State is one of four institutions in Ohio working with the Ohio Department of Higher Education and the Council for Adult & Experiential Learning to develop portfolio evaluation procedures for possible statewide implementation. As part of the LearningCounts Featured

Network, these schools are developing a model of portfolio evaluation that will train local faculty members as LearningCounts assessors, who will be the first choice for evaluating portfolios created by their own students, with LearningCounts assessors evaluating the portfolio if no local assessor is available. The project is intended to retain institutional oversight of the process and program integrity.

4A3 - 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 use IPEDS guidelines and definitions to keep data consistent and accurate. The Office of Institutional Research reports the official university retention, persistence, and completion rates. Wright State reports student information to the Ohio Department of Higher Education, the National Clearinghouse, IPEDS, Ohio's Higher Education Information System (HEI), the Student Achievement Measure, the Voluntary System of Accountability, the Consortium for Student Retention Data Exchange, College Board, Princeton Review, Peterson's, US News and World Report, and Wintergreen. Some academic units are also responsible for reporting their programs rates to the state. An example of this is the College of Education and Human Services that completes its own IPEDS reporting, with Institutional Research providing the data.

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).

Wright State policy for faculty qualifications aligns with the guidelines provided by the Ohio Department of Higher Education and the Higher Learning Commission. Prior to August 2015, academic departments were responsible for verifying academic credentials upon hiring faculty. Currently Human Resources performs a degree verification as part of the review process prior to formal offers being made to prospective faculty. The departments and colleges retain responsibility for verification of credentials of adjunct faculty.

At the graduate level, faculty credentials are verified through the Graduate School 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 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 College Credit Plus 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 as the course offered on the Wright State campus, and the performance of students, as 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 College Credit Plus 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 a number of programs appropriate to its educational purposes as follows. The program accreditations are:

College of Education and Human Services

- Master's degrees in teacher preparation and administrator preparation programs are approved by the Ohio Board of Regents and accredited by the National Council for Accreditation of Teacher Education (NCATE)
- Bachelor of Science degree in athletic training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE)
- Master of Science in clinical mental health counseling and Master of Education in school counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Master of Rehabilitation Counseling in chemical dependency and Bachelor of Science in rehabilitation services programs are accredited by the Council on Rehabilitation Education (CORE)
- Bachelor of Science in Education in sports science/exercise science is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Raj Soin College of Business

- Bachelor of Science in Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).
- Bachelor of Science in Business in accountancy and Master of Accountancy degrees are accredited by the AACSB International.

- Bachelor of Science in management information systems is accredited by the Computing Accreditation Commission of ABET.

College of Engineering and Computer Science

- Bachelor of Science in biomedical engineering, computer engineering, electrical engineering, engineering physics, industrial and systems engineering, materials science and engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET
- Bachelor of Science in computer science is accredited by the Computer Accreditation Commission of ABET

College of Science and Mathematics

- Bachelor of Science in earth and environmental sciences with a concentration in environmental health sciences is accredited by the National Environmental Health Science and Protection Accreditation Council
- Bachelor of Science in clinical laboratory science is accredited by the National Accrediting Agency of Clinical Laboratory Sciences (NAACLS)
- Bachelor of Science in chemistry is accredited by the American Chemical Society (ACS)

College of Liberal Arts

- Master of Public Administration is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA)
- Bachelor of Arts in music and Bachelor of Music in music education, music history and literature, and performance and Master of Humanities in music and Master of Music in music education and performance are accredited by the National Association of Schools of Music (NASM)
- Bachelor of Arts in social work and Master of Arts in Social Work are accredited by the Council on Social Work Education (CSWE)

College of Nursing and Health

- Bachelor of Science in Nursing, Master of Science in Nursing and Doctor of Nursing Practice are accredited by the Commission on Collegiate Nursing Education (CCNE)
- The College of Nursing and Health has full approval by the Ohio Board of Nursing

Wright State-Lake Campus

- The Grand Lake Law Enforcement Academy is accredited by the Ohio Peace Officer Training Commission

Boonshoft School of Medicine

- Doctor of Medicine is accredited by the Liaison Committee on Medical Education

School of Professional Psychology

- Doctor of Psychology and Certificate of Internship in Clinical Psychology are accredited by the American Psychological Association Commission on Accreditation

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).

The Office of Institutional Research began conducting annual surveys to collect data on the success of Wright State graduates in 2002. In 2012, Wright State revised the survey questions to be more focused on learning outcomes. Survey responses are self-reported and voluntary. Graduates' perceptions of the value of their education is positive, as evidenced by the following:

Year	Agreed their degree is valuable	Agreed the education they received prepared them for the job they want
2008-2009	90%	67%
2009-2010	86%	66%
2010-2011	91%	72%

In 2012 the survey was aligned with the Wright State Core. Two Core Outcomes were added:

Year	Agreed Wright State has prepared them very well/well to communicate effectively
2012-2013	78%.
2013-2014	81%
2014-2015	73%
Year	**Agreed Wright State has prepared them very well/well to evaluate arguments and evidence critically**
2012-2013	79%.
2013-2014	79%
2014-2015	74%

The Office of Alumni Relations at Wright State conducts graduate surveys of all alumni every five years. The most recent Alumni Attitude Survey was done in 2013 and found:

- Wright State was “very good” at providing skills and training for the person’s current career.
- Wright State was “good” at preparing alumni for further graduate education.
- Wright State was “good” at preparing alumni to respond to new career opportunities.

The most complete measure of the success of Wright State graduates, relative to employment, comes from System of Ohio which has matched the state of Ohio’s Jobs and Family Services records, including employment data, with Wright State’s degree completers to determine retention in the state and employment status. According to the Ohio Department of Higher Education, Ohio’s In-State Retention and Salary Analysis of Spring Term Graduates, 2007 to 2011 in 2011, approximately 79% of all Wright State graduates for the five year period were retained in the state of Ohio. Of those retained in the state, 51% were estimated to be employed full time. (The data does not provide information on graduates who may be employed part-time in the state of Ohio or 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 11,308 students who received their bachelor's degrees within the past 5 years, 37% continued pursuing higher education.

- 68 received a certificate/licensure
- 52 received an associate's degree
- 35 received another bachelor's degree
- 1,179 received master's degrees
- 50 earned a more advanced degree (Ph.D., Medical, Juris Doctor, etc.)
- 44 received an 'unknown' degree*
- 2,696 are still registered and taking classes

While the above measures are conducted at the institutional level, 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 Indicators of Program Quality and Effectiveness website that reports information including passing rates on national exams required for licensure and distinguished graduates. Alumni information is tracked and reported in the disciplinary accreditation reviews submitted to ABET, AACSB, and NCATE.

The Boonshoft School of Medicine (BOSM) graduates routinely match at prestigious residency training programs across the country. Long term studies indicate that 95 percent of the graduates are rated as equal to or better than their peers during residency training. 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. BSOM residency match results, listed below, represents the percentage of BSOM graduates who “match” into a residency training program that begins after graduation.

Year	%Match

2010	98.9%
2011	98%
2012	100%
2013	94%
2014	100%

Average for all 5 years is 98%.

Sources

- 819 Missions Dashboard 2015
- Academic Calendar Conversion
- Articulation Agreements
- Assurance of Learning Committee
- Boonshoft School of Medicine graduates match in 17 specialties
- College Credit Plus
- Counceling Exceptional Children Program Review
- Credit by Exam
- EES_Self_Study_01062013doc
- Exit Survey_Alumni_FA12_SP13
- Faculty Credentials
- Graduate Faculty Review Process
- Graduate Transfer credit
- HFIO Self Study
- Indicators of Program Quality and Effectiveness
- Indicators of Program Quality and Effectiveness _CEHS
- Marriage and Family Counseling Program Review 10.18.2011
- Multi-age (K-12) World Language Program Review
- OBR III Transfer Policy web site_2014Nov
- Prior Learning Assessment Procedure
- Prior Learning Policy
- Program Accreditation
- Program_Review_Template- 4A1
- Rehabilitation Services Program Review 10.18.2011
- Response to the External Reviewer recommendations final 12-3-13
- SAPASPIP PS CHECKLIST FOR NEW FACULTY HIRES- HLC Criteria 4A1
- Transfer Credit Regulations
- Transferology
- Unit Assessment Committee CEHS evidence 4A1
- WSU HFIO report 2013 Final

4.B - Core Component 4.B

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

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

In 2004, Wright State began an annual learning outcomes assessment process to be completed by every academic and co-curricular department. The findings of the process are publicly posted on the Academic Affairs website. Each department has an Academic Coordinator who works with the faculty and staff to determine the assessment goals for the year.

Between 2007 and 2011, Wright State underwent a transition from quarters to semesters, requiring all curricula and academic programs to be revised. Given the magnitude of this conversion and the work required of faculty, administration, and staff, Wright State suspended its curricular assessment efforts pending the implementation of the new curriculum and calendar.

In addition, beginning 2012, Wright State developed a core University level outcomes assessment process as part of the HLC Assessment Academy. The goal of the Assessment Academy project was to evaluate the Wright State Core learning outcomes in the Wright State Core courses. Each term, one Wright State Core learning outcome is selected for evaluation. Faculty teaching those courses identify an assignment to measure the learning outcome. The student artifacts are collected and faculty assess the artifacts against a rubric based on the AAC&U core curriculum rubrics. These data are then shared with the departments and programs to help revise the curriculum to better support the Wright State Core learning outcomes. One of the outcomes of the Academy was the development of the Assurance of Learning Committee , with representatives from all colleges to support a culture of assessment on campus.

In conjunction with the HLC Academy participation, Wright State recognized the importance of student learning outcomes assessment and began the search for an Assistant Vice President for Educational Effectiveness and Institutional Accreditation in 2013-2014 to build and lead a

sustainable student learning outcomes assessment process. The position was filled in August 2014.

In October 2014, a team of faculty assessment coordinators and the AVP attended an HLC Assessment Workshop with the specific purpose of developing an infrastructure to sustain the core assessment process beyond the scope of the HLC Assessment Academy, which ended in October 2015. This infrastructure was put into place in Spring 2015. The infrastructure includes a process for assessing student learning outcomes, training faculty on learning assessment, and an overall communication plan to develop a culture of assessment on campus.

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

Wright State began a new assessment process in 2014-2015 based on the work completed during the October 2014 HLC Assessment Workshop. The workshop, which included members of the Assurance of Learning Committee, helped participants to consider the steps needed to create a culture of assessment. As part of the workshop, the team created a poster depicting the assessment process that was shared with the Assurance of Learning Committee and used during the Core Celebration in Fall 2015.

The steps from the workshop were: identifying, developing, and formalizing program level learning goals; aligning the learning goals to curriculum maps of course goals; planning and documenting the learning goals to be measured between program reviews; and helping Wright State understand assessment through a series of online workshops. The team also focused on communication including the dissemination of a monthly Assessment newsletter, the development of the workshops, the development of student forms to collect data, and the public display of reports and plans on the Wright State website.

The new assessment process includes the assessment of student learning in co-curricular activities. The additional steps needed for the evaluation of student learning in co-curricular activities are identifying the co-curricular activities where learning could be measured, developing viable learning outcomes, developing rubrics and ways to assess learning, and building a reporting system. The process was begun in Fall 2014 and the first data collection started in Fall 2015. Reports from the co-curricular activities are due by the end of Spring Semester 2016. In addition, many programs go through rigorous outcomes assessment processes for their programmatic accreditation. The list of program accreditations can be found in sub-component 4A.

Finally, a new process will be implemented in Spring 2016 to capture the Wright State Core outcomes in the advanced courses of the student program. The Wright State Core outcomes will be linked to disciplinary program goals and assignment where they can be measured identified. In Fall 2017 student artifacts will be collected and scored using the same rubric used in the Core course. The use of Taskstream will assure data can be collected systemically and will also allow tracking of student performance over time.

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

The Wright State Core assessment results are delivered to the colleges and courses from which the data was collected. These reports are also made available on Academic Affairs website. Before the implementation of the new process for the Annual Outcome Assessment report, it was the responsibility of the college and department to assure the data is used to improve student learning.

Faculty participating in the 2015 Core Assessment were asked to use the results in a review of the syllabus and content prior to the subsequent offering of the assessed course. An instructor in Biology responded that the rubric used for assessment asked students to discuss the limitations of the analysis the student conducted. The professor realized her assignment did not include a limitations section. From this point on, she has added to the lab experiment a section for students to discuss limitations of an experiment. The Humanities department provided a report demonstrating the changes they plan to make based on the assessment done in Spring 2014.

Taskstream was purchased in 2015 to support the Core learning assessment process developed during the HLC Assessment Academy.The use of this system expedites the collection and scoring process for student artifacts. The reports generated from the system help faculty contextualize and provide an improvement plan. Other departments and programs are in the process of developing plans to use Taskstream to help with the assessment of student learning to assure their programs are improving student learning and to assist in demonstrating student learning in their professional accreditation.

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 Assurance of Learning Committee has representation from all of the Colleges and Support Service organizations on campus. Assessment data is reported on the Wright State Academic Affairs website after being shared with the Assurance of Learning Committee. The departmental or college assessment coordinator shares information with their departments, programs, and college. Because the information is public, it provides opportunities for others to review and comment on the progress of student learning outcomes assessment. The new electronic processes will provide a more reliable and sustainable method for collecting, reporting, planning, and implementing change to assure Wright State is supporting and evaluating student learning.

In addition, the Undergraduate Curriculum Review Committee meets monthly during Fall and Spring semesters to review syllabi related to the Core. This committee works with both the AVP for Curricular Programs and the AVP for Educational Effectiveness and Institution Accreditation. The committee publishes monthly meetings and reports on their findings regarding syllabi teaching the Core outcomes. These reports are shared at the Faculty Senate meetings where recommendations are discussed and implemented where approved.

Sources

- Access-Progress-Success-Report
- Assessment Flowchart 1
- Assessment Review for MUS 2140
- Assurance of Learning Committee
- Core Celebration and Lunch
- HLC Academy
- Outcomes Assessment Academic Affairs
- Report_Syllabi Review Summary_Fall 2015
- Undergraduate Curriculum Review Committee
- Workshop Poster

4.C - Core Component 4.C

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

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.

Wright State is committed to educational improvement through a series of significant campus initiatives that provide academic programs and support to enhance student learning, progress, and degree completion and to achieve the goals outlined in Wright State's Strategic Plan. Wright State has a strong history of data-driven decisions that inform its practice.

Wright State's Access, Progress, Success initiative in 2011-2013 developed a student success agenda that adopted recommended practices from the Complete College America program, the High-Impact Educational Practices identified by the Association of American Colleges and Universities, and internally developed curricula and academic support programs to meet the distinctive needs of students. A Faculty Senate ad hoc committee in 2012 made recommendations to endorse the student success agenda.

More recently, the Campus Completion Plan provided a more 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. This report includes five year goals for improvements in student retention and graduation. The ambitious, but attainable goal for direct from high school students is to decrease the number of students who have not graduated or not persisted at any institution. These are the students that have left higher education altogether-and Wright State's goal is to keep them active in or help them return to

higher education at Wright State. The goal is to decrease the number of students who have left higher education by 20% for each category of student and level of academic preparation.

A number of data sources help inform the practice and used to make improvements that enhance student retention, persistence, and completion of programs. The Office of Institutional Research, in collaboration with the Campus Completion Committee, produce an annual Student Success Report. Wright State's participation in Student Achievement Measure (SAM) and The College Portrait provide the public with a comprehensive picture of student progress and completion. Data in these reports track student cohorts across institutions and state boundaries, giving a accurate portrayal of the outcomes of student progress and success. In addition, the Office of Institutional Research has been publishing a Student Fact Book since 1977. The Student Fact Book contains institutional student success data by ethnicity, gender, and academic program.

The Campus Completion Plan has three major themes: innovative curricula; proactive and personalized advising; and expanded academic support services. The initiatives are designed to cover the full spectrum of the undergraduate student experience from the transition to Wright State, to progression through the curriculum, to graduation and entry into the workforce. The completion plan addressed the needs of all undergraduate students, including students transferring to Wright State and adult learners returning to higher education. The former make up over one third of the most recent entering class of undergraduate students and over 21% of new undergraduate students were age 22 or above.

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

As a result of the work of the Campus Completion Committee, the Student Success Report was developed by the Office of Institutional Research to serve as a dashboard for the initiatives set forth through the Campus Completion Plan. The Student Success Report helps the Wright State set goals and improve outcomes in retention, persistence, and completion rates.

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 Student Success Collaborative. The Student Success Predictive Workbooks, provide student success information by academic program based on student preparation, courses and grades that predict success, and DFW rates in gateway course 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.

Mathematics redesign was accomplished with the creation of the Math Studio, a math emporium model for teaching developmental mathematics. The Math Studio is a high-tech student-centered learning environment designed to help students learn mathematics by interacting with the instructional team and the ALEKS web-based software. Upon completing an initial assessment, each student receives a personalized curriculum to address areas that need development. The instructional team, made up of teaching faculty and highly trained peer instructors, monitor

student progress then proactively provide instruction to students on an individual basis. With the Math Studio and redesigned curriculum, passing rates for developmental mathematics went from an average pass rate of 57%, previous to the course redesign, to an average pass rate of 71% since Fall 2012.

A course, SM1010, Scientific Literacy for the 21st Century, was designed in the College of Science and Mathematics to address the issue of low retention in STEM for students arriving at Wright State underprepared in mathematics. The success of the course at both improving retention and imparting learning gains has been published in a peer reviewed journal. Students fill out questionnaires on the first day of class in beginning and intermediate language classes. Data is compiled on student major and minor fields, academic interests, general interests, career goals, perceptions of language and its usefulness in the world marketplace and in real-life situations. Classes are tailored to address specific and general trends and to reflect interests and goals.

Since 2011 the English Department has tracked pass rates in first year writing courses, digging deep into the data to look at rates by instructor type, student economic, racial, high school background and ACT/SAT. The developmental writing curriculum was redesigned to incorporate new courses that provide "just in time" remediation in the expanded for-credit composition courses. The success rate, grade of C or better, for students in the redesigned for-credit classes increased to 76%, compared with a 63% success rate for students in the development course the year prior to the redesign. 213 students received credit when previously they would have simply completed a developmental course.As a result faculty developed targeted stretch, intensive and DEV-1100 co-requisite models that have significantly enhanced student success and retention across all groups. Building on the success of the redesigned writing curriculum, starting Fall 2016 students will co-enroll in DEV 0920 Foundations in College Reading & Writing and ENG 1100 Academic Reading & Writing. This co-requisite has shown to be effective for student success and is based on the highly successful national program called Accelerated Learning Program (ALP).

In the initial planning stage of the Medical Humanities and Health Studies program, Hanover Research conducted a feasibility study to determine whether a need exists in the region for this new program and how to design the program to maximize interest. The firm produced an extensive report and made some specific recommendations. These recommendations were incorporated into the final design of the program. The Medical Humanities and Health Studies Minor, which is in the final stages of the university approval process, will be introduced in 2017.

In the Department of Sociology and Anthropology analysis of sociology alumni surveys suggested that internship experiences were particularly valued among survey respondents. Accordingly, dual sections of internships in the department were opened on an experimental basis, one section is dedicated to required internships for crime and justice studies majors and the second is for sociology majors.

In the Wright State School of Music, data analysis derived from National Association of Schools of Music surveys on enrollment and financial patterns, music faculty and student surveys, music alumni surveys and interviews, mock interviews for students and interviews with employers,

faculty analysis of competitive programs, have led to several curricular changes in the past 5 years including a change from quarters to semesters and the 120 credit conversion.

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.

The data Wright State collects comes from the student database in Banner. We use data pulled directly from Production (PROD) or the Operational Data Store (ODS). Data pulls are randomly checked against Banner Admin and/or student transcripts to ensure accuracy of data and queries being run. Data is also used from the data collected from NSSE, SSI, and the Student Exit Survey. The definitions used consistently are those for reporting data through IPEDS and HEI. Wright State reports data to IPEDS, HEI, SAM, VSA, CSRDE, College Board, Princeton Review, Peterson's, US News and World Report, Wintergreen and the Wright State Student Success Report.

Wright State uses a variety of different data reports to help identify issues with retention, persistence, and completion. Many of the colleges request reports from Institutional Research to support their understanding of students and their needs. For example, using data provided in the Wright State Student Success Report, Wright State recognized expected family incomes of students was are lower than average and provided additional scholarship dollars to support them.

The School of Professional Psychology has proactively focused attention on the issue of retaining its students by reducing attrition. Data for the period of AY2011 – 2014 indicate that none of the students who left the doctoral program were dismissed for academic or conduct issues. Rather, these students departed voluntarily for various and largely personal reasons (e.g., employment, health, new education/career interest) that did not reveal a consistent theme.

Sources

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- Campus Completion Plan
- f15_factbook
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- Strategic Plans
- Student Achievement Measure
- Student Success Report 2014-15
- Wright State University College Portrait

4.S - Criterion 4 - Summary

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

Wright State University is committed to offering high quality education to students from diverse backgrounds. 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, and 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, and assessed with the support of the Office of Curriculum and Instruction. 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

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

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

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.

The key to delivering the mission, vision, and values of Wright State is through its essential resources; specifically, by developing and maintaining the human, fiscal, and physical resources required to accomplish Wright State's strategic goals. In support of these goals, Wright State maintains sound policies, procedures, and processes to effectively steward these vital resources.

Budget

Historically, Wright State has maintained a strong financial position while allocating funds for strategic growth and infrastructure. Because of these strategic investments and the state of financing of public higher education, Wright State's financial position has declined in the past several years as measured by standard financial metrics. This decline has led to a downgrading of the Wright State's Moody's Rating from A1 Stable to A2 Stable. The importance of returning to the growth of net assets and the strategies being employed by the University to achieve this goal were presented by Mr. Doug Fecher, Vice Chair of the Board of Trustees and Chair of the

Board's Finance Committee at the January 22, 2016. Mr. Fecher outlined the following strategies:

1. *Growing enrollment and graduation. Hig her enrollment produces increased tuition even at today's frozen tuition rates, and higher graduation numbers result in increased state support over time. This is why the 4% increase in the number of graduates in 2015 was an encouraging result, and I encourage Trustees to pay particular attention to growth in enrollment and graduation rates as a primary indicator of future revenues.*
2. *Strategic Hiring. Employment is about two thirds of WSU's base budget and the plan calls for a higher degree of diligence around staffing decisions, particularly as positions become vacant due to retirement and other departures.*
3. *Centralized space planning will enhance space utilization and reduce costs thru greater space efficiency.*
4. *Tighter requirements for approving funding for new projects will ensure the majority of funding is in place prior to beginning capital projects; and*
5. *Tighter financial and contract controls. This means scrutinizing university expenses to align actual spending with available resources. This aspect of the financial plan may require deferral of some projects and perhaps even the elimination of others until the university returns to positive growth in net assets.*

The University is currently engaged in the implementation of each of these strategies. Enrollment has increased in each of the past three years; in that time the first year retention rate increased from 62% to 67%; and the number of graduates in the 2014-2015 academic year was the third highest in University history.

As noted above, 67% of Wright State's over $300 million unrestricted operating budget is dedicated to human capital – wages and benefits. In an effort to manage these 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 centralizes the approval for positions and the related budget under the leadership of the Provost and the Chief Financial Officer. This process is continually updated and refined to improve its timeliness and delivery. In the 2015-2016 academic year, the strategic hiring committee has reviewed 85 positions and approved 53 to date.

The Office of Facilities Management recently completed a review of all University space and has upgraded the space management system Archibus and the classroom scheduling system AdAstra to optimize space utilization. The tighter financial controls indicated in items 4 and 5 have been put in place by the Chief Financial Officer and this oversight now governs University spending and contracting.

Wright State's independently audited financial statements show actual revenues, expenses, assets, and liabilities. The Management Discussion and Analysis section of the Annual Financial Report, which begins on page 2, provides detailed explanation of the University's financial condition. An independent audit firm thoroughly examines Wright State's financial records annually and issues an opinion. The footnotes and the comparative Statements of Net Position, Statements of Revenue, Expenses and Changes in Net Position, and Statements of Cash

Flows, reveal all aspects of Wright State's financial operations upon which the auditors form their opinion. Wright State has consistently received unqualified opinions as it continues to improve its financial position. In addition, Wright State has dedicated resources to support the University Audit and Consulting Services, which maintains a proactive audit schedule of key university departments and operations each year.

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 is built on 211 acres located directly on the north shore of Grand Lake Saint Marys in Celina, Ohio. There are four 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 $50M to $100M at any given time. A 6 year Capital Plan is maintained that is consistent with the University's strategic plan. This plan is weighted toward investment that will maintain existing assets in alignment with guidelines from the Ohio Department of Higher Education and the Governor's office.

Over the past several years highlights of completed projects from the Capital Plan include a new $37M Neuroscience and Engineering Collaboration building, a $14.3M Student Success Center academic building and $35M in guaranteed return Energy Performance Contracts at the Dayton Campus. At the Lake Campus, a $1M renovation was recently completed at the Trenary Laboratory. Major projects currently in construction include a $27M renovation and expansion of the Creative Arts Center and a $5M Campus wide Classroom Modernization and Maintenance project. The classroom project will renovate a significant portion of the general purpose classrooms on campus with updates that include finishes, furnishings, technology and pedagogical changes to enhance the learning experience of every student at Wright State.

Wright State underwent a campus master planning exercise in 2010 which delivered a plan that offered an innovative and unique concept of "zoning" Wright State's footprint (academic, research, community engagement, etc.). This plan was adopted by the Board of Trustees in May, 2011. Annual budget and capital planning activities refer to this master plan in order to align resources and coordinate work effort from a capital construction perspective. Approximately $100 million in debt has been issued to finance these various projects, not including state, local, and gift resources that have been secured to supplement the financing of the mission-critical projects included in the campus master plan. At this time, nearly all of the projects outlined in the 1-5 year range are funded and either completed or underway.

Wright State is well positioned to meet the physical infrastructure needs of the Dayton and Lake Campus 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 has 105 full time employees who support the technological infrastructure across the Dayton and Lake Campuses. This includes maintaining central systems like the ERP, learning management system, the Wright State web portal, email, and the web itself. Some of these systems are located in Wright State's state of the art data center. Other systems are cloud based, but are still supported by CaTS personnel. All core systems and components have a planned replacement cycle, where budget is identified up to five years in advance to ensure that Wright State is using the latest technology to best meet the needs of students and faculty.

CaTS operates and supports 172 on-campus computer labs and classrooms. The labs offer students both Macintosh and Windows computers, and provide access to a wide variety of software programs. The 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, Blu-ray players, document cameras, and lecture capture capabilities. The Faculty Senate IT Committee works with CaTS on all information technology issues affecting academic and research computing and technology policies. Furthermore, three leading CIO's representing diverse institutions of higher education conducted a recent independent peer review. Their formal report informs the strategic direction of the IT function at Wright State.

The Wright State 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 Inter-library 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. Support for publishing, copyrights, and patents is essential and The library maintains an electronic repository called Core Scholar that allows faculty and students to publish and disseminate publications, course materials, and other electronic educational resources. The library is also an official U.S. Patent and Trademark Resource Center.

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.

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 superordinate entity.

Wright State's annual resource allocation process is designed to align with and support the priorities of the strategic plan. Forecasts of revenues and operating expenses are performed based upon informed estimates of the primary drivers of those revenues and the expenses necessary to deliver upon Wright State's strategic priorities. These forecasts engage subject matter experts who are in the best position to inform the budget on matters such as enrollment, state subsidy, research funding, capital priorities and expenditures required to support both Wright State's strategic plan as well as its operational needs. The process then engages a wider spectrum of constituents and leaders and allows for a thorough vetting of the budget, as it engages key stakeholders and administrative and faculty leadership to ensure appropriate priorities are being addressed. This all culminates in the delivery of the budget to the entire Wright State community including the Board of Trustees through the annual Budget Workshop. This presentation also includes a review of the current financial health through the presentation and review of key financial metrics used by Wright State to assess itself.

As can be seen in the five year Expenditures and Budget table below, the majority of expenditures are on instruction and research, academic and institutional support, and scholarship.

Wright State University

Operating Expenditures

Fiscal Years Ended June 30, 2011 - June 30, 2015

5 Year Average

Expenditures	**Budget**	**Actual**	**% of Budget Total**	**% of Actual Total**
Instruction & Departmental Research	$129,650,753	$135,883,461	31.31%	32.60%
Academic Support	66,183,503	66,958,429	15.98%	16.07%
Scholarships	59,844,929	62,367,018	14.45%	14.96%
Institutional Support	50,835,347	34,406,109	12.28%	8.26%
Separately Budgeted Research	29,484,348	31,889,575	7.12%	7.65%
Auxiliary	27,167,257	25,961,372	6.56%	6.23%
Operation & Maintenance of Plant	19,052,353	23,546,109	4.60%	5.65%
Student Services	17,988,338	19,985,900	4.34%	4.80%
Public Service	13,911,668	15,790,675	3.36%	3.79%
Total	$414,118,497	$416,788,648	100.00%	100.00%

When comparing budgeted operating expenditures to actual operating expenditures over the last five fiscal years, the actual expenditures by functional category align well with the budgeted expenditures with no diminution of the planned investments in educational activities.

On an annual basis, the Wright State budget provides funds for new program development and strategic growth opportunities to deliver on the objectives of the strategic plan. These funds are centralized under the leadership of the Provost. Spending of this funding is accounted for in a declining balance methodology with remaining balances and activity tracked by the Provost's staff.

Wright State recognizes that it must continually improve the manner in which it develops, allocates and manages its budgetary resources in order to deliver on its mission and vision, within the challenge of managing an enterprise –wide financial organization while at the same time empowering its Colleges and Divisions to be entrepreneurial and innovative to generate revenue and optimize expenses. As a result, Wright State is in the process of developing a new budget model, branded Mission-Driven Allocation Budget Model, built on the concept of responsibility-centered management. An MDA Strategy to Execution Task Force was created to lead the analysis and model design under the sponsorship of the Provost and CFO. The Committee was diverse with multiple constituencies represented – Cabinet, Council of Deans, faculty, classified staff, unclassified staff, and students – to ensure that all perspectives were considered from a divisional, college, and auxiliary unit view. The implementation of an MDA based budget is not foreseen until the 2018-2019 fiscal year.

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 mission focuses on access, innovative academic programs, scholarship, and community engagement. The budget table in 5A2 illustrates the distribution of resources to each of these areas. With over 55% of the operating budget committed to instruction and research, the budget supports the highest priorities of the University mission. These funds support the mission as a whole and numerous departments and programs that exemplify Wright State's commitment to access and scholarship.

The Office of Disability Services is an example of Wright State's commitment to access for all students. As noted previously, Disability Services has been a recognized strength of Wright State for decades. Wright State provides an accessible campus experience to enhance educational and career opportunities to a diverse population, striving to teach skills that assist students in obtaining a level of independence. Over 500 students with varied disabilities are supported by the Office of Disability Services annually.

Each year, approximately one-third of the undergraduate students entering Wright State are not direct from high school. The Transfer and Nontraditional Student Center was established in 2012 to assist students who started their college career elsewhere or are returning to higher education later in life. The University Center for International Education serves as the home for Wright State's over 1800 international students. The social programming and academic support

provided by UCIE assists international students in successfully navigating the cultural and academic transition to American higher education.

Aligning with the educational programs, Wright State faculty and students participate in advancing knowledge through scholarship and research. The state of Ohio has recognized six Wright State Centers of Excellence spanning the disciplines from the liberal arts to engineering to medicine. These centers partner with businesses and the military, generating new jobs, millions of dollars in economic impact, and savings for industry. An example is the Neuroscience Institute that partners with Premier Health Partners to create a transformational environment to find cures for diseases and injuries to the nervous system. Another example is CELIA- Collaborative Education, Leadership, and Innovation in the Arts - representing excellence in the departments of Art and Art History; Music; and Theatre, Dance, and Motion Pictures. CELIA acts to develop initiatives to enrich the already-remarkable artistic climate in the Dayton region. These activities, among numerous others, demonstrate Wright State's commitment to quality in scholarship

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

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. Human Resources offers learning experiences designed to help employees reach their potential.

In 2014, Wright State created an extensive New Employee Orientation Program that is mandatory for all new employees. Orientations cover complete benefit information as well as general information about services Wright State offers to its employees. Information on many areas of employment at Wright State are available on the Human Resources webpage. 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.

CaTS offers two online tutorial resources: Atomic Learning and the WINGS Resource Center. Atomic Learning offers video tutorials on current and popular software titles. All university faculty, staff, and students have access to the full library of videos. The WINGS Resource Center provides additional training, documentation, and videos as a guide for using university computing resources. For example, students learn how to register for classes, faculty learn how to post grades, and employees can learn how to submit their time sheet.

Training is an important aspect of safety at Wright State. Environmental Health and Safety provides extensive safety training for the entire university, including research laboratory personnel, students, maintenance workers, spill control and prevention, etc. In many cases, completion of Environmental Health and Safety training is required before obtaining permission to work in University laboratories or on specific projects.

The Emergency Management website centralizes critical information ranging from severe weather to emergency situations. The goal is to provide a comprehensive approach to

continuously improve Wright State's ability to prevent, prepare for, respond to, recover from, and reduce or eliminate losses due to major natural and human-borne emergencies.

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

Wright State maintains sound policies and practices for budgeting, financial reporting, and monitoring its financial condition and communicates results in an open, transparent manner. On an annual basis, the Budget Workshop communicates the current year budget accomplishments; the compliance data and forecasts from a state, board, and ratings agency financial metrics; an environmental scan; and budget goals and resources, including the capital plan.

The Controller's office maintains several resources available to its clients to support their budget management, analysis, and reporting needs. The WINGS Express Finance site is the primary instructional source for WINGS Express Finance and is continually being updated with new articles and tutorials to assist clients. Furthermore, several reporting tools are in place to assist users including WINGS Express (finance tab to handle accounting transactions and develop reports from queries) and Cognos. Wright State is also in the process of formally developing business intelligence culture through the new Office of Strategic Information and Business Intelligence, optimizing the information technology resources in which it has invested including an Enterprise Data Warehouse and Operational Data Store, which will create reports, dashboards, and predictive modeling tools to the users.

The Budget Planning and Resource Analysis (BPRA) Department develops, disseminates, and archives a multitude of reports intended to provide data in support of management decision-making. These are housed on the BPRA website and include: the Academic Data Series (five years of instructional data are presented by department, college, and campus in addition to a revenue and expenditure analysis for the current year), a comparison of instructional costs of Ohio public institutions of higher education, and the Delaware Study (a comparative analysis of faculty teaching loads and direct instructional cost at the level of academic discipline).

On a monthly basis, Wright State's Associate Vice President of Financial and Business Operations convenes a meeting of all Budget Managers on campus to share information, discuss new initiatives, and share best practices. Agendas are prepared and shared in advance and meeting notes are developed and distributed to chronicle the proceedings, all of which is retained virtually.

On a semester-by-semester-basis, once the 15th day enrollment data is available, the annual budget pro-forma is re-forecast based upon actual data to date and an estimate for the remainder of the year, with a budget versus actual comparison then undertaken to determine any budgetary variances that need to be addressed. Results are shared with the Cabinet, Council of Dean's Budget Managers, and the Board as necessary in order to manage the budget effectively and to develop interventions in as timely a manner as possible.

Sources

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- BPRA
- CaTS Training
- Center for Teaching and Learning
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5.B - Core Component 5.B

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

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 stipulate that Board members "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 a series of Board Advances (similar to retreats, but moving forward). The Board has established subcommittees with responsibilities for oversight of specific areas: Academic Affairs; Student Affairs; Building and Grounds; Finance; and Compliance and Audit. 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 Classified and Unclassified Staff Councils, the Wright State

chapter of the American Association of University Professors, and student government. The Faculty Senate leads several committees that work in a collaborative manner with the administration, including the Faculty Budget Priorities Committee, University Building and Grounds Committee, Parking Advisory Committee, and Information Technology Committee. Many strategic initiatives and action plans have been developed through this collaboration including the IT Reorganization Plan, Student Success Plan, and currently the Faculty Senate is sponsoring a task force on the Library of the Future.

Wright State practices shared governance through the engagement of, and collaboration with, multiple constituent groups. The President's Cabinet meets twice per month and brings 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 (Board) meetings. As outlined in Article II of the Faculty Constitution, Wright State supports shared governance through its Faculty Senate. This shared governance includes the Unclassified Staff Advisory Council, the Classified Staff Advisory Council, and Student Government. Each constituent group holds regular meetings for the discussion of important issues and enactment of policy and handbook provisions. Wright State Lake Campus participates in University governance as a whole and also has its own shared governance system, with Lake Campus Student Government, College Faculty Organization, and Advisory Board. Additionally, there is recognition of the importance of shared governance in the Collective Bargaining Agreements with the Wright State chapter of the American Association of University Professors.

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 the Board of Trustees. The Faculty Constitution establishes the responsibility and authority for academic programs and policies:

"*The University Faculty, in consultation with the University President and the University Provost, shall formulate codes of operating procedures governing all aspects of the academic program, admissions, academic standards, student affairs, faculty affairs not covered by the bargaining agreement, and other fields of university operation composed of academic and professional subject matter. The University President shall present such recommended operating procedures to the Board of Trustees for their consideration, amendment, confirmation, or rejection.*"

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 submitted to the Board of Trustees and the Ohio Department of Higher Education 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. Wright State's first CBA for Non-Tenure-Eligible faculty was ratified in 2013.

Wright State encourages collaborative efforts within each of the Colleges and across the University to spur new scholarly initiatives for faculty and new learning opportunities and experiences for students. Examples include: CELIA (Collaborative Education, Leadership, and Innovation in the Arts, an Ohio Center of Excellence), which brings together faculty from the fine arts, the humanities, the social sciences, and from outside the College of Liberal Arts to work on joint projects; dual BA programs in Computer Science and English, Computer Science and Philosophy, and Computer Science and History; and a proposed MS program in Emergency Management and Disaster Preparedness, which brings together faculty from at least three different Colleges.

Sources

- Board of Trustees Committee Day January 2016 _ Board of Trustees _ Wright State University
- Bylaws from CBA
- cabinetagendas

5.C - Core Component 5.C

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

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

The Strategic Plan serves as the guide for the University's daily operations and in charting Wright State's future course. At the core of every decision is the commitment to transform the lives of students and the communities we serve. From this strategic plan, innovative programs and centers have emerged. The Centers of Excellence, which provide cutting-edge research, education, and training in emerging fields through interdisciplinary focus, focus on areas such as medical readiness, neuroscience, knowledge-enabled computing, micro air vehicles, product reliability, leadership in the arts and innovations such as a Data Analytics and Visualization Environment lab as a response to the emergence of big data.

The strategic plan also contains opportunities for Wright State employees, both staff and faculty, to learn and be supported in their professional and personal growth. Human Resources offers learning experiences designed to help employees reach their potential. Accreditation and assessment are built into to the strategic plan to ensure the continuous assessment and identification of effective educational practices and programs that benefit the students and communities served.

Wright State underwent a campus master planning exercise in 2010 which delivered a plan that was adopted by the Board of Trustees in May 2011.This master plan has led to the creation of various construction projects and restructuring on campus to the greater benefit of students. The Student Success Center is the new unified home for many vital student academic support services, such as Advising and Transfer Services, First-Year Programs, the Student Academic Success Center, the Math Studio, the Math Learning Center and Wright State Writing Center. Likewise, RaiderConnect has combined the Offices of the Registrar, Bursar/Student Accounts, and Financial Aid, in an intuitive way that provides a customer service oriented "one-stop" center for registration and financial services.

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

Wright State uses the information from program reviews, academic data sources, student success reports, and disciplinary accreditation recommendations to evaluate the operations of various programs in the development of future plans and budgets for departments. Program reviews include faculty utilization data, retention and persistence, student enrollment trends, graduation rates, departmental expenses and revenues as factors considered in the program analysis. The program review and associated disciplinary accreditations, were applicable, provide the information to comprehensively determine the effectiveness of the program and examine the capacity for growth. Each program review utilizes a process of peer review led by the Assurance of Learning Committee. The program information is evaluated against a rubric and the results are provided to the Deans, the academic units, and the Provost for planning and continuous improvement.

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

The strategic planning process obtains 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 recommendation to the administration on matters related to faculty and staff. Colleges receive input from their student advisory boards as well as their community advisory boards, which include members from a large segment of the populations they serve in the area.

Wright State has been conducting regional summits — at both the Dayton and Lake Campuses — since 2007 as a way to engage thought leaders from across the Dayton and West Central Ohio regions to identify ways in which Wright State can better serve these communities. The summits have been both face-to-face and virtual, online as a way to reach out to various constituencies. The summits have been videotaped and archived and have led to greater interaction between the university and communities throughout the Miami Valley.

In 2014, Wright State hired Copernicus, a branding consultant, to work with the campus community, alumni, and the greater region to revitalize its brand and identify messages that will resonate with stakeholder groups. Various committees have collected data from surveys and focus groups to inform the branding initiative. The branding consultant also surveyed faculty, staff, and students to learn their opinions of effective branding for Wright State. Wright State's new logo and branding messages will be introduced in September 2016, to align with the first Presidential Debate that will be held in the Nutter Center on September 16, 2016.

The Wright State Division of Advancement oversees critical operations including Alumni Relations, the Wright State Foundation, and Development. Wright State is nearing the conclusion major comprehensive campaign, Rise.Shine, that entered the public phase in Fall 2014. The campaign will celebrate reaching its goal of $150M in April 2016. Over 11,000 alumni and 1,250 local companies have contributed $125M to the campaign, which will fund over $25M for scholarships and $40M for capital projects.

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 anticipate its future capacity. Enrollment reports provided by the Office of Institutional Research provide both census data as well as longitudinal and trend data. The regional summits and external advisory boards inform Wright State leadership of the collaborative opportunities to support local industry and community development. The Center for Urban and Public Affairs, through its market and needs assessments of local and state economies and employer surveys, provides reports on job and occupation demands for Wright State graduates.

To plan for future needs, Wright State undertook studies of the current status of envelopes of all campus buildings(Part 1, Part 2, Part 3, Part 4), classrooms, and social spaces to ensure that the appropriate space and learning environments are available. The recommendations of these studies have been incorporated into the University's capital plans and submitted for State of Ohio funding.

Wright State incorporates the Ohio Department of Higher Education funding model as it relates to the state share of instructional support to ensure that any increases and decreases are incorporated into Wright State's annual budget. Currently the operating budget includes revenue from investment returns. The Board of Trustees have set a goal to remove investment income from the budget by 2020 to limit the impact of potential market fluctuations.

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

With the current and anticipated decline in the number of high school graduates in State of Ohio, Wright State is developing programs to extend its access to nontraditional student populations. In its August 2015 Final Report, the Faculty Senate Task Force on Distance Education noted that "Between Summer 2013 and Fall 2014, 1,837 distinct courses were offered, of which 526 (or 28.6%) were offered as online (i.e., Web 1 or Web 2) courses. During the same period, 10,331 course sections were offered, of which 1,462 (14.1%) were offered as online sections. Of the online sections, 1,109 were offered 100% online (Web 1) and 353 were offered as Hybrid/Mixed Web/In-Person (Web 2). Student enrollment in online course sections has increased from 4,608 students in Fall 2013, to 6,357 students in Fall 2014, a 37.9% increase." Wright State currently offers 16 degree programs completely online and both online course and program offerings are being developed.

Wright State is currently participating in a pilot project with the Ohio Department of Higher Education and the Lumina Foundation to increase the awarding of credit for adult learners entering or returning to higher education. The Prior Learning with a Purpose program combines external portfolio review by CAEL with internal testing and portfolio analysis to award credit for knowledge gained through experience. Wright State recently received a $700K award from the Ohio Department of Higher Education to help high school faculty in the region gain credentials to teach college courses in the State's dual enrollment program, College Credit Plus.

Wright State developed joint-enrollment 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.

The influx of international students and veterans to Wright State has led Wright State to develop centers and programs addressing the particular needs of these student groups. The University Center for International Education provides resources for international students, both undergraduate and graduate. Likewise, the Veterans and Military Center provides resources for veterans as well as active duty personnel and families of military, either active duty or veteran.

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5.D - Core Component 5.D

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

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

Wright State's commitment to innovation, resource optimization and continuous assessment drives process improvements across the institution. This commitment begins with Wright State's fiscal stewardship and responsibility to ensure funds are allocated annually to support strategic initiatives.

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 has submitted annual efficiencies. Each year, Wright State administration requests input from the various colleges and administrative units regarding new or continuing efficiencies. Typically, the results include hundreds of examples from across campus covering most of the efficiency areas listed above. These efficiencies represent millions of dollars of revenue enhancement, reallocation of resources, expense reductions and cost avoidance. From the total results, a representative sample of the various efficiencies is submitted to the ODHE. Ultimately, the ODHE decides which efficiencies will be included in the Chancellor's report. The results of the campus wide process are shared with the Finance Committee of the Board of Trustees each year. Special mention is made of the efficiencies that were included in the Chancellor's report.

Wright State is completing 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 will reduce energy usage by 35-40%, eliminate over 30 pieces of equipment permanently, save $35.8 million over 15 years, and decrease deferred maintenance by $8 million.

Wright State is involved in many business initiatives and process improvements including electronic purchase order, using credit card to pay vendors while earning rebate, inter-university collaboration/shared services, data analyst/business intelligence, business process re-engineering, an electronic travel expense reporting system, and strategic procurement. The Division of Business and Finance utilized the "Appreciative Inquiry" process to redefine and improve services to Wright State community employing techniques including Lean Value Stream Mapping.

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.

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 reviews is practices to improve its performance both within the University and in collaboration with partner institutions. Based on extensive focus groups and surveys from Wright State community, an ITN was issued in 2012 to negotiate a new contract with a food service contractor to improve the quality and diversity of food on campus while providing more revenue to Wright State from campus food service operations. New food service vendor was selected with new branding and minor remodeling of strategic food locations to accommodate new food service brands on campus. As a result, Wright State will receive additional revenue through contract guarantees with Chartwells, the selected food service vendor.

Wright State has pioneered shared service opportunities with other Ohio public institutions and with local communities. In collaboration with Central State University and Clark State Community College, an ITN was issued for a shared-service enterprise print management solution to optimize printing resources across all three institutions. The selected vendor for the managed print services consortium was announced to Wright State community on January 29, 2014. This innovative strategy, the first shared print services agreement among higher education institutions in the State of Ohio, will reduce cost by consolidating equipment through the implementation of best business practices. A new shared service agreement between Wright State, two cities, and the Ohio Department of Transportation will consolidate salt storage on Wright State's Dayton Campus. Efficiencies will be realized through the sharing of cost to build the new facility and the sharing of equipment used to load and maintain the salt storage facility.

Operational experience is used to refine and improve student services as well as business practices. Based on past student surveys and departmental focus groups, the new student orientation program was revised for summer 2014 in order to provide key information that was lacking in prior orientation sessions. More communication and materials are being distributed

electronically to students/parents and orientation fees were reduced from $75 in 2013 to $20 in 2014. In response to a growing demand for counseling and wellness services on campus, the Counseling and Wellness Center's website was re-designed to encompass more online assessments and resource links for students and its staff was increased. To maintain Wright State's position as one of the premier institutions in the country for disabled students, a new accessible website was designed with more online resources available to serve the diverse student body. Due to requests from local businesses, a new accessible website with an "Employer Portal" was developed for companies and other organizations to post jobs and register for Wright State recruiting events to support and promote experiential learning through internships and career opportunities for graduates.

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5.S - Criterion 5 - Summary

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

The University's annual resource allocation process is designed to align with and support the priorities of the University's Strategic Plan. With over 900 full time faculty, over 1900 employees, and a budget of over $300 million, Wright State has both the personnel and financial resources to support our current and future educational programs. 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 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. To achieve the goals of the Strategic Plan and ensure sustainable growth, the we regularly reviews our academic, service, and business units to improve performance and institutional effectiveness.

Sources

There are no sources.

Wright State University - Lake Campus
Multi-Campus Report

OVERVIEW

The Lake Campus (see Lake Campus) of Wright State University is an integral partner in Wright State's trajectory, providing key access to education and resources for the region and its important agribusiness, commerce, and industry focus. The Lake Campus is also a thought-leader in the region, stimulating discussion on community, national, and international issues, and expanding access to ideas and solutions that extend beyond the region, preparing graduates for membership in the global society. Wright State University's only regional campus is situated on 211 scenic acres on the north shore of Grand Lake St. Marys between Celina and St. Marys in Mercer County. The Lake Campus is a valued community resource located approximately 75 miles north of Dayton, Ohio and the Dayton Campus of Wright State University.

Branch Campus: Wright State University - Lake Campus

Date of Inception: June 1969

Programs Offered: Enrollment as of 14th day of classes.[1]

Degree Type	Program	Fall 2015 Enrollment
Associate		156
Baccalaureate	Bachelor of Arts	59
	Bachelor of Science	22
	Bachelor of Technical and Applied Studies	33
	Bachelor of Science in Business	10
	Bachelor of Science in Education	42
	Bachelor of Science in Electrical Engineering	1
	Bachelor of Science in Materials Sci and Eng	1
	Bachelor of Science in Mech Engineering	42
	Bachelor of Science in Nursing	6

Projected Enrollment Next 3 Years: 1046 (Fall 2016), 1067 (Fall 2017), 1088 (Fall 2018)

Faculty Size: As of September 8, 2015.

[1] Excludes non-degree, intending, pre-degree, post secondary certificate/diploma students (653) (**APPENDIX A - Fall 2015 Enrollment and Student Demographics**).

Full-Time	Part-Time	Total
34	55	89

Number of Administrators (includes administrative faculty not counted above): 9

Student Services Available: Admissions, Academic Advising, Athletics, Diversity Awareness, Enrollment Services, Event Services, Health and Wellness, Housing, Police, Student Conduct, Student Organizations, Veterans Affairs, Barnes & Noble Bookstore, Office of Disability Services, Computing (IT Services), Mental Health/Counseling Services, Dining Services (The Boathouse), Fitness Membership (YMCA), Learning Center, Student Success Center, Student Employment, Internship/Co-Op Program, Multicultural Opportunities

Additional Locations: None

Wright State University - Lake Campus Mission

As part of Wright State University, the Lake Campus will be the focal point for the educational and cultural advancement of the residents of West Central Ohio, providing opportunities for advanced scholarship and continuing education, for economic and technological development, and for community service.

FACILITIES

Facilities (see Lake Campus Map)

Wright State University Lake Campus, a 211-acre campus located along Grand Lake St. Marys, includes four academic and support buildings and two student residential buildings:

Opening in 2009 after the completion of major renovations and expansion at the Lake Campus, James F. Dicke Hall is a multipurpose center. The center was made possible by a substantial donation from the Dicke family, who have been major supporters of the Lake Campus and have served on the Western Ohio Education Foundation (WOEF) board.

Andrews Hall, a technical education building, is named for the Andrews-Trenary family in recognition of their support of the Wright State University Lake Campus. Andrews Hall is home to the Student Success Center, the Kathy Schenking Learning Lab (Computer Labs), Health and Wellness/Counseling, Athletics and Housing offices, and classrooms.

Dwyer Hall was named in honor of local theatre operator Minnie Dwyer, the largest single cash contributor to the land selected as the site of the Western Ohio Branch Campus of Wright State University. Dwyer Hall is now home to many departments: Administrative Wing, Bookstore, Classrooms, Dining Services, Faculty Offices, Science Labs and Student Services.

Trenary Hall, a technical education building, is named for the Andrews-Trenary family in recognition of their support of the Wright State University Lake Campus. Trenary Hall is home to the Mechanical Engineering Program, the Business Enterprise Center, Career Services and Internship Department.

Located just north of Dwyer Hall, the Auglaize-Mercer Counties YMCA is home to Lake Campus Lakers athletic events. Citizens of Auglaize and Mercer Counties joined together to form a YMCA in 1984, with the Western Ohio Educational Foundation (WOEF) donating ten acres of land toward the building of the facility. Students currently receive a free membership to the YMCA.

Knapke Villa, completed in Fall 2011, and East Villa, completed in Fall 2014, sit just west of the academic buildings and consists of townhouse-style apartments that have a beautiful view of Grand Lake St. Marys. Each apartment has four or five bedrooms, with the option of having a private or a shared bedroom.

ADMINISTRATIVE STRUCTURE

Jay Albayyari, Ph.D., was hired as Dean of the Lake Campus and Professor of Mechanical Engineering July 1, 2015.

The Dean reports to the Provost of Wright State University and is the chief academic and administrative officer of the Lake Campus, responsible for the administration of academic programs; student success; strategic and fiscal planning; supervision and evaluation of faculty and staff; promoting diversity awareness; and planning and promoting new academic programs, community services, and campus facilities.

There are eight additional administrators at the Lake Campus:

Mark S. Cubberley, Ph.D., Associate Professor of Chemistry and Director of Assessment, Accreditation, Articulation, Academic Policy and Curriculum was named Director of Academic Programs July 1, 2015. This position, while retaining faculty status, reports directly to the Dean of the Lake Campus.

Courtney Lynn Donovan, M.B.A., is the Business Manager for the Lake Campus whose responsibilities include, but are not limited to overseeing the Lake Campus budget, Barnes and Noble bookstore and Chartwells food services, as well as serving as the Dayton Campus liaison for human resources processes. This position reports directly to the Dean of the Lake Campus

Ronald E. Dorsten, M.B.A., Manager of Technical Services whose responsibilities include supervising and leading the staff of the Computer Lab department, working closely with Dayton departments, such as, Dunbar Library, CaTS and CTL to plan projects by researching, evaluating, and implementing new technologies, and by assisting the Dean of the Lake Campus by providing formal recommendations for changes in technology or management practices, creating and monitoring fiscal resources as related to specific projects, aiding in operational and strategic planning;

Sandi J. Holdheide, M.B.A., Director of Student Services and Public Relations. The primary role of this position is management of the Student Services Office and personnel, including Admissions, Academic Advising, Athletics, Communications/Public Relations, Enrollment Services, Events and Student Activities, and Resident Services, as well as acting as liaison to the corresponding offices and departments on the Dayton Campus. The Lake Campus Police, Health & Wellness Services and Counseling Services are also facilitated by this position in conjunction with respective Dayton offices.

Christine R. Junker, Ph.D., Assistant Professor of English, Faculty Development Director, and Student Success Center Director. These positions, while retaining faculty status, report directly to the Dean of the Lake Campus.

Trent M. Kline, M.S., Student Services Coordinator for Housing and Athletics. As of October 1, 2015, the Athletics portion of this position reports directly to the Dean of the Lake Campus

Julie M. Miller, M.B.A., Development Officer at Western Ohio Educational Foundation (WOEF) via Wright State University and Director of the Lake Campus Business Enterprise Center and MBA Weekend Program Coordinator. These positions report directly to the Dean of the Lake Campus.

Ed Morris, Building and Grounds Maintenance Supervisor whose responsibilities include planning, assigning, and supervising the completion of work for maintenance, grounds and custodial crews.

FACULTY STRUCTURE

Wright State University Lake Campus employs 37 full-time (including administrators with faculty status) and 55 part-time faculty. The Wright State University chapter of the American Association of University Professors (AAUP) acts as the collective bargaining agent for non-tenure-eligible, tenure-track, and tenured faculty on both the Dayton and Lake Campuses.

Lake Campus faculty and staff are hired in coordination with Wright State University Human Resources (see Human Resources). Lake Campus search committee members are trained through the Office of Equity and Inclusion (see Office of Equity and Inclusion).

Current Faculty Demographics (full time, includes Administration with faculty status)

Sex		
	Male	57%
	Female	43%
Race/Ethnicity		
	Asian or Pacific Islander	4%
	Black	4%
	White	89%
	Unknown	2%

Appointments, Promotion, and Tenure

Appointments, solicitations, and promotion and/or tenure reviews are completed by Lake Campus faculty and forwarded to the Dean of the Lake Campus for final review and recommendation to the University.

Professional Development
In addition to professional develop opportunities offered through Wright State University's Office of Research and Sponsored Programs (see Research and Sponsored Programs), the Lake Campus offers a number of internal funding opportunities (see Faculty Development):

- **Professional Development Grant Program.** This program is intended to provide seed funds for all faculty activities related to engaging professional development and growth, particularly in areas where external funding is typically unavailable. Requests up to $3,000 per proposal will be considered. All faculty, including tenure eligible, instructors, and lecturers are encouraged to apply.
- **Research Grant Program.** This program is intended to provide project funds for all faculty activities related to generating and maintaining a research program, particularly in areas where external funding is available. Requests up to $10,000 per proposal will be considered. One proposal per academic year is eligible to be funded. All faculty, including tenure eligible, instructors, and lecturers are encouraged to apply.
- **Student Centered Mini Grant Program.** This program is intended to provide project funds for any student involved with faculty research. Requests up to $500 per proposal will be considered. Funds are designed to help offset costs of research materials, travel, and conference presentation expenses. All students are encouraged to apply. Students must have a faculty mentor. Up to $3,000 in student proposals will be funded per semester.
- **Teaching Innovation Grant Program.** This program is a college specific funding program designed to provide support for course design using innovative pedagogies that enhance student learning and engagement. Requests up to $3,000 per proposal will be considered. Approved applicants will be expected to present their findings to the Lake Campus community. All faculty, including tenure eligible, instructors, and lecturers are encouraged to apply. Up to two proposals will be funded per semester.
- **Professional Development Expenses Reimbursement.** Each year, $1,000 or $500 is made available to faculty or staff, respectively, for professional development expenses which may include but are not limited to: travel, software, hardware, books, journals, and supplies that directly support teaching or research.

Faculty Awards and Recognition
In addition to Wright State University's President's Awards for Excellence (see President's Awards for Excellence), the Lake Campus offers a number of internal awards for tenure- and non-tenure eligible faculty for service, teaching, and research.

Faculty Governance
Wright State University - Lake Campus Bylaws (see WSU Lake Campus Bylaws) guide faculty governance within the college and organize faculty into five interdisciplinary units: Business, Technical and Nursing; English and Humanities; Mathematics, Engineering, and Physics; Science; and Social Science and Education. Faculty Unit Heads work with the Office of the Dean to build course schedules and coordinate adjunct instructional support.

University Governance
As a college in the University, the Lake Campus participates in all University governance, including University Faculty Senate, Executive Committee, Standing Committees (e.g., Undergraduate Academic Policies, Undergraduate Curriculum, Undergraduate Student Success), and Administrative Committees.

Lake Campus faculty have all the rights and responsibilities as outlined in the University Faculty Constitution (see Faculty Rights and Responsibilities).

ACADEMIC STRUCTURE

The Dean is the chief academic officer for the Lake Campus. **Mark Cubberley**, Associate Professor of Chemistry and Director of Academic Programs, provides curricular oversight, overseeing course scheduling, course/program integrity across modes of delivery and location, course/program modifications, course/program assessment, articulation, and accreditation.

The Lake Campus offers certificate (2), associate (20), bachelor's (15), and master's (1) degrees, plus a variety of general education courses and preprofessional programs. The college is granted authority to confer associate degrees, and any certificates and bachelor's degrees offered exclusively at the Lake Campus. The Lake Campus also participates in the Ohio Transfer Module, which simplifies transferring credits to other Ohio public universities.

Curriculum Proposals and Revisions

The curriculum proposal and revision process at the Lake Campus aligns with the curriculum proposal and revision process of other colleges in the University. Course and program proposals and modifications for those courses and programs offered exclusively at the Lake Campus are initiated by Lake Campus faculty and are approved via the following workflow:

- Lake Campus Curriculum Committee
- Lake Campus Faculty Senate
- University Curriculum Committee
- University Faculty Senate
- University Board of Trustees (when appropriate)
- Ohio Department of Higher Education (when appropriate)

Program Outcomes Assessment and Program Review

Wright State University's Assurance of Learning Committee provides university-wide leadership and coordination for academic and co-curricular program review (see Academic Program Review) and the assessment of student learning outcomes (see Outcomes Assessment).

Membership includes at least one faculty member and one administrator (Assistant Dean or above) from each college with undergraduate programs, including the Lake Campus, and includes representatives from Student Affairs, the University Library, and the Graduate School.

BUDGET AND UNIVERSITY SERVICES

Wright State University Lake Campus has a funding pool distinct from other colleges within the University. The Lake Campus has a $8.9M (F14-15) budget derived from tuition, fees, and State Share of Instruction (SSI). Expenses are distributed between personnel and benefits (65%), operating expenses (9%), and indirect costs (26%). Indirect costs include institutional, academic, and student services, as well as plant and maintenance. The budget is based on historical expenses, factoring in projected enrollment growth which drives revenue. Reallocation of operating expense may occur yearly.

Wright State University provides the following services to the Lake Campus:

- technical services infrastructure, including maintenance of fiber-optic cables between campuses, phone service, WINGS portal, and the University's learning management system

Academic Year	Student Credit Hours (SCH)	Revenue
2009-2010	42,079.5	$8,203,117
2010-2011	44,606.0	$8,982,794
2011-2012	43,519.0	$9,018,257
2012-2013*	25,238.0	$8,416,922
2013-2014	25,110.5	$8,818,665
2014-2015	25,654.0	$8,865,573

*First academic year on the semester system

(Pilot)

- human resources
- Barnes and Noble bookstore
- admissions, financial aid, and registrar services
- Chartwell's food service

INFRASTRUCTURE FOR STUDENT LEARNING AND EFFECTIVE TEACHING

The Lake Campus employs 45 full-time administrative, classified, and unclassified staff to support student learning and effective teaching.

Lake Campus Student Services (see Student Services Lake Campus) offers a variety of support services to students and acts a liaison to support offices in Dayton.

- Admissions (see Admissions Lake Campus) staff provide materials to prospective students and represent the Lake Campus through high school visits, career and job fairs, and other outreach opportunities. Communications staff also work with admissions staff to promote the campus via printed materials, the web site, social media, and by managing the public relations of the campus.
- All students at Lake Campus have access to Academic Advising (see Academic Advising). Advisors make course recommendations, assist students in planning and scheduling, and provide individualized academic information to help ensure that students meet degree

requirements and gain appropriate career skills. Incoming freshmen students are required to meet with an academic advisor.

- In 2015, Lake Campus Athletics (see Athletics Overview) joined the United States Collegiate Athletic Association (USCAA). Intercollegiate athletics is based on student interest and demand; currently students have the opportunity to participate in men's basketball and baseball, as well as women's softball and volleyball.
- Lake Campus Career Services (see Career Services)is committed to helping students and alumni seek rewarding employment, develop career skills, acquire experience, and master job search strategies. This office also works closely with area businesses to assist in filling their employment needs.
- A Coordinator of Diversity Initiatives implements strategies to make college accessible to underserved and underrepresented students in the Lake Campus service area, while accommodating these students' needs once they begin attending college.
- Lake Campus Enrollment Services (see Enrollment Services) provides students a primary point of contact for services delivered through the Offices of the Registrar, Bursar/Student Accounts, and Financial Aid. Many self-service options are also available on-line through Wings Express. Pre-College Programs, such as College Credit Plus (see College Credit Plus), where students can earn college credit while in high school, are facilitated through this office. Lake Campus Enrollment Services (see Enrollment Services) provides students a primary point of contact for services delivered through the Offices of the Registrar, Bursar/Student Accounts, and Financial Aid. Many self-service options are also available on-line through Wings Express. Pre-College Programs, such as College Credit Plus (see College Credit Plus), where students can earn college credit while in high school, are facilitated through this office.
- Through Event Services (see Event Space Rentals), the Lake Campus offers a variety of event spaces for meetings, conferences, banquets, and more, to both internal and external clients.
- The Health and Wellness Clinic (see Health and Wellness Clinic) at the Lake Campus provides a variety of services to the entire campus community (students, staff and faculty). A nurse is available during posted hours. In addition, Counseling Services (see Counseling Services) are offered on-site during select hours through a contracted agreement with a local service provider, Foundations Behavioral Health Services. Lake Campus students receive a Fitness Membership at no cost to the YMCA, located on-site.
- The Lake Campus introduced Housing (see General Information Housing) in 2011. The townhouse-style Villas include six apartment units, each of which can accommodate five to six students. The current total capacity of the two Villas is 60 students. A full-time, live-in community director and one resident assistant per Villa provide supervision of the resident students.
- The Lake Campus provides a resource for Internships and Co-Ops (see Internship and Co-Op Program). This office assists students in obtaining an internship or co-op during their collegiate careers, giving immeasurable experience in a field of study, while also making connections in the community.
- An officer of the WSU-Police Department (see Police) is assigned to the Lake Campus and provides services such as safety escorts and vehicle unlocks, jump-starts and tire assistance, as well as crime prevention services. The officer works in close collaboration with Lake Campus representatives to the Office of Community Standards and Student Conduct (see Community Standards and Student Conduct) on the Dayton Campus to motivate all students to make ethically sound decisions and have a positive impact on the Wright State community and beyond.
- Working in collaboration with the Student Activities Office (see Student Organizations), the student body plays an active role in organizing activities and participating in campus

organizations. Any Lake Campus student is eligible to take an active part in these campus activities. Availability of student organizations may vary based on student interest.

- The Student Employment (see Student Employment) program employees are a valuable asset to Wright State University Lake Campus. There are opportunities to work in various offices or departments while at the Lake Campus. Students can gain work experience in an area of academic study, identify career objectives, gain transferable skills that can be useful in a variety of careers, and earn a paycheck.
- The Lake Campus Veterans Affairs (VA) Office (see Veterans Affairs) helps students apply for the various GI Bills, maintain eligibility, and troubleshoot payment and other issues. The Certifying Official submits enrollment and tuition information to the VA Regional Processing Office and/or to the student's Vocational Rehabilitation counselor.

Business Enterprise Center
The Business Enterprise Center at Wright State University-Lake Campus provides free, comprehensive counseling and management training to new and existing small businesses. The Center also provides:

- entrepreneurs with experienced business consultants in many areas pertaining to business operations;
- a confidential, practical asset to the business community;
- advanced technical training in specialized areas of manufacturing with a blend of online classes and hands-on validation labs;
- high quality, customized business and industry training at a reasonable cost with access to a wide range of experts in fields as diverse as supervisory training and Programmable Logic Controller (PLC) training.

Western Ohio Educational Foundation (WOEF)
The accomplishments of the Western Ohio Educational Foundation (WOEF) are a reflection of a community that stands behind higher education. For over five decades, WOEF has remained committed to providing higher education opportunities to the residents of west central Ohio, and ultimately to the success of the Lake Campus of Wright State University. The foundation also works collaboratively with the advancement office in Dayton to achieve fund raising goals, invest funds, and promote campaign projects.

The WOEF Scholarship program and other special projects which benefit students would not be continuing and prospering today without the generous funding received from private citizens, businesses, and organizations.

For the 2015-16 academic year, the WOEF Scholarship program offered eligible applicants the opportunity to apply for over 270 academic scholarships, grants and loans worth over $290,000. Since 1965, WOEF has awarded over $3.4 million worth of scholarships to over 2,600 new and continuing students.

Student Success Center
As a provider of peer and professional tutoring in writing, math, and other subject areas, classroom workshops, and campus events, the Student Success Center empowers students academically, professionally, and personally by collaborating across campus and throughout the community to build effective support for all Lake Campus students.

Office of Disability Services

The Office of Disabilities Services promotes access through appropriate resources and accommodations for students with disabilities in order to foster independence and academic and professional achievement.

Library Services
The Library and Learning Center at the Lake Campus provides essential research and educational technology resources to faculty, students, and staff including OhioLink, InterLibrary Loans, multimedia consultation, Desire2Learn support, online database training, and classroom and faculty workshops.

Technical Services
The Technical Services and Computer Lab department provides support and assistance to students and all instructional staff: desktop applications, operating systems, online learning/LMS, interactive video distance learning (Polycom), web conferencing (Skype for Business), audience response systems (Turning Technologies). All rooms are electronic classrooms — instructor stations are equipped with a computer and internet/network connection, DVD/VCR or Blu-ray players and document cameras all connected to a projector. More recent classrooms are equipped with SMART Technology monitors and touch screen projectors. Wireless internet connection is available in all learning spaces, rooms, and laboratories. The campus is served by a direct fiber link to the Dayton campus with a 70 MB capacity of up and down load bandwidth. Server farm exists in a temperature controlled environment with UPS and generator capacity for extended outages.

STRATEGIC PLANS

Empower (see Empower), Wright State University's Strategic Plan for 2013-2018, has five distinct goals that contribute to the Vision, Mission, and Values of the University:

- Academic Quality and Program Distinctiveness
- Student Access and Educational Attainment
- Research and Innovation
- Community and Economic Development
- Essential Resources

To move toward these goals, while capitalizing on the successes (see Lake Campus Goals) of the last strategic plan, the Lake Campus has embarked on a capital campaign (*Rise. Shine. The Campaign for Wright State University)* to offer the area's most in-demand programs in up-to-date facilities while strengthening the student experience **APPENDIX E - Lake Campus Capital Campaign**):

Advanced Manufacturing Center. Wright State University envisions a world class Advanced Manufacturing & Robotics teaching center, developed with local partners to ensure and achieve new economic growth in technology and manufacturing in northwest Ohio.

An Advanced Robotics Teaching Center of Excellence at the Lake Campus will improve the quality of skilled manufacturing employees and serve the emerging needs of local business and industry partners. The Business Enterprise Center (BEC) will team with local partners to build certified coursework in robotics, process control, mechanical and electrical systems, and other related areas.

Academic Connector Building. The Lake Campus envisions a multi-functional area with instructional and support service space connecting Trenary and Dwyer Halls. This space will allow the Lake Campus to achieve the strategic goal of enhancing student access to and successful participation in higher education through quality and innovative instruction and programs. Along with classrooms, this structure will house a state-of-the-art library and media center, the Business Enterprise Center (BEC),

Career Services, a food science lab, a nursing simulation lab to support the Bachelor of Nursing degree, and a theatre-style meeting room for student/faculty/community presentations.

Agriculture Education and Water Quality Center. The Lake Campus envisions programs that reflect community and regional needs and are focused on technical and applied information related to the agriculture industry.

Wright State University is the fiscal agent for $1.5 million in capital funding for the purpose of increasing agriculture education and advanced degrees to serve the west central Ohio community. The original concept was to build a progressive center located at the Mercer County Fairgrounds in Celina, Ohio, with the Lake Campus being closely involved in the delivery of educational programs. The University has committed $1.5 million in matching dollars for a total projected cost of $3.0 million dollars.

Athletics/Recreation Complex. The Lake Campus envisions an Athletic/Recreation Complex to foster an environment that is conducive to increased engagement of all students in campus activities, advancements in recruiting for all athletic programs, and a more enjoyable recreation experience offered by a student-run facility.

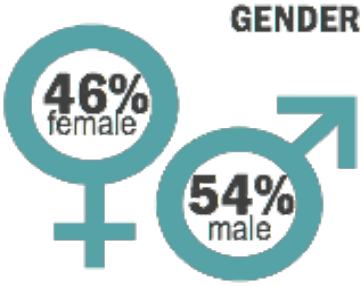
APPENDIX A - Fall 2015 Enrollment and Student Demographics

Associate of Applied Business		43
Associate of Arts		22
Associate of Science		27
Associate of Technical Study		64
Bachelor of Arts		59
Bachelor of Science		22
Bachelor of Technical and Applied Studies		33
Bachelor of Science in Business		10
Bachelor of Science in Education		42
Bachelor of Science in Electrical/Materials Science/Mechanical Engineering		44
Bachelor of Science in Nursing		6
Certificate Programs		2
Intending		381
Non Degree		166
Pre Degree		
	Accountancy	2
	Business	17
	Crime and Justice Studies	1
	Early Childhood Education	5
	Electrical Engineering	1
	Finance	1
	Human Resource Management	1
	Management	3
	Management Info Systems	1
	Marketing	1
	Mechanical Engineering	3
	Nursing	18
	Organizational Leadership	3
	Undecided	47
Total		**1025**

NEW UNDERGRADUATE DEGREE-SEEKING STUDENTS

WRIGHT STATE UNIVERSITY LAKE CAMPUS • FALL 2015, ODHE 14th Day • n = 353

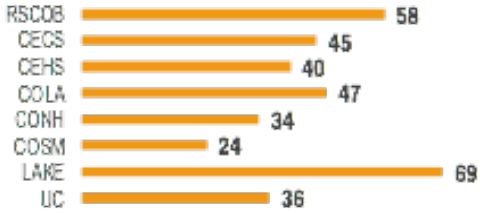
GENDER



77% are **First-Time** students.

23% are **Transfer** students.

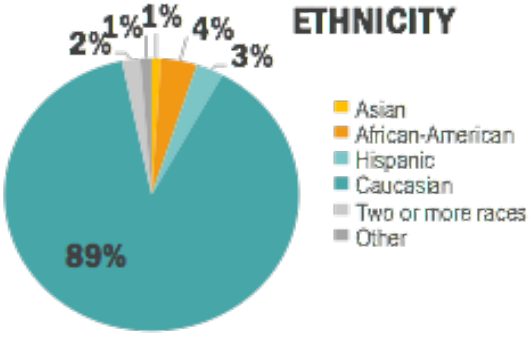
INTENDED COLLEGE



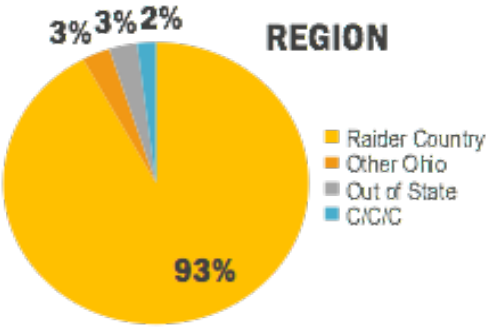
Of those with FAFSA, **48%** are **Pell Eligible.**

89% are **Full-time** students, while **11%** are **Part-time.**

ETHNICITY



REGION

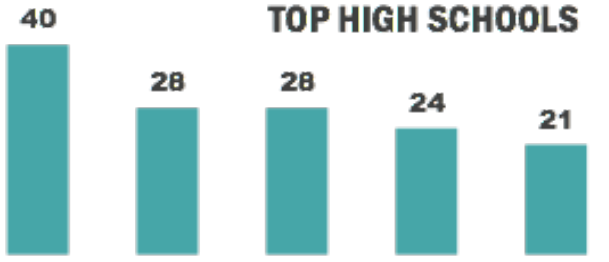


Average **ACT:** **21.1**

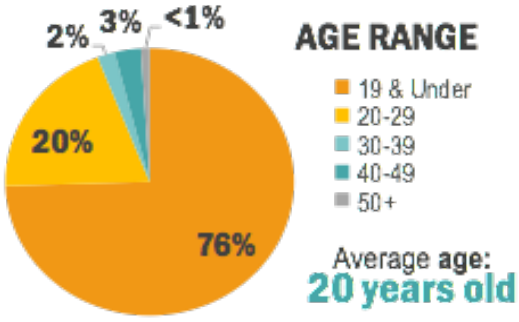
Average **HS GPA:** **3.08**

Of those with FAFSA, **34%** are **First Generation.**

TOP HIGH SCHOOLS

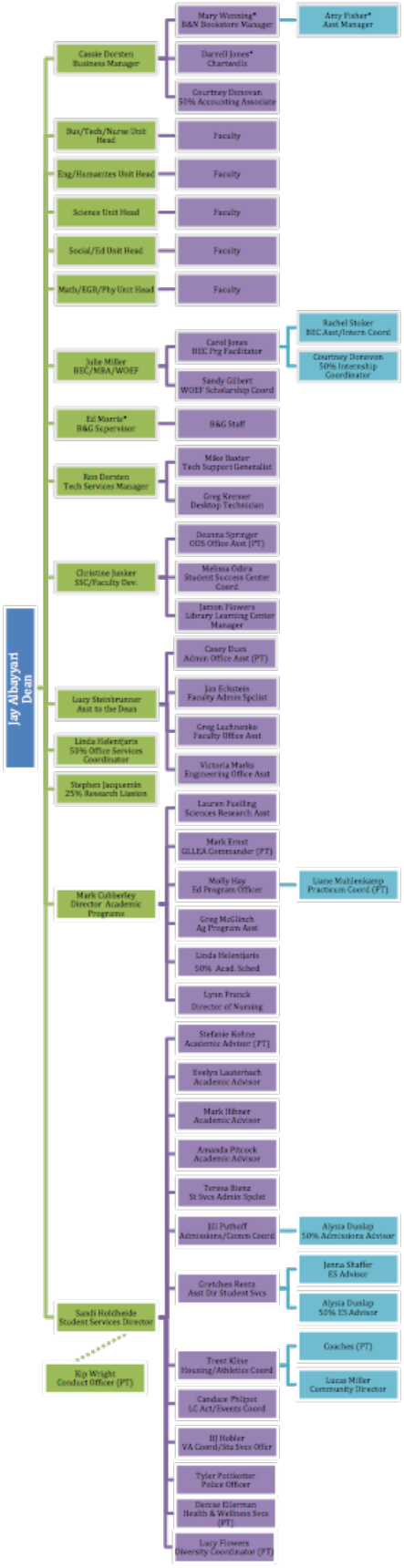


AGE RANGE



Average **age:** **20 years old**

APPENDIX B - Lake Campus Organization



APPENDIX C - Lake Campus Capital Campaign