Wright State University - OH

HLC ID 1611

OPEN PATHWAY: Reaffirmation Review   Visit Date: 3/21/2016

Dr. David R. Hopkins
President

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Context and Nature of Review

Visit Date

3/21/2016
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Wright State University (WSU) is a publicly-supported institution responsive to a statewide coordinating board and governed by the WSU Board of Trustees. WSU offers associate degrees and baccalaureate degrees at its Lake Campus; it offers baccalaureate, masters, and doctoral degrees at the Dayton Campus.

Over the past fifteen years, but especially since the last decennial review, WSU has responded to demands of the State of Ohio to focus its educational efforts on developing the region that it serves. Without sacrificing its commitment to inclusive access to higher learning, WSU has nurtured entrepreneurial public-private partnerships and collaborated with other state higher education institutions to mature applied research that serves economic development of south central Ohio. Over the past two years, the university's rapid expansion into entrepreneurial endeavors has revealed deficiencies in its control over auxiliary and non-auxiliary functions; these deficiencies have prompted an on-going federal investigation. Recognizing the need for greater, central control over its efforts, WSU has taken and continues to take steps to ensure that its entrepreneurial efforts and auxiliary enterprises are informed by a commitment to transparency and high ethical standards.

Since the last HLC review, WSU has moved from a quarter to a semester system (Fall 2012). Correcting for enrollment increases prompted by the Great Recession and the shift to a semester system, enrollment indicates a modest annual growth over the past decade. At the same time, research expenditures have grown significantly.

WSU has been continuously accredited by the Higher Learning Commission since 1968.

Interactions with Constituencies

Academic Advisor, College of Engineering and Computer Science

Academic Advisor, College of Liberal Arts

Academic Advisor, College of Nursing and Health

Academic Advisor, Raj Soin College of Business

Academic and License Advisor, College of Education and Human Services

Administrative Specialist, College of Liberal Arts

Assistant Chair, Psychology, College of Liberal Arts

Assistant Dean, College and Education and Human Services

Assistant Dean, College of Education and Human Services

Assistant Dean, College of Engineering and Computer Science

Assistant Dean, University College

Assistant Director for Physical Support, Disability Services

Assistant Director of Financial Aid

Assistant Director of Student Services and Academic/License Advisor, College of Education and Human Services

Assistant Director, International Programs

Assistant Director, LEAP Intensive English Program

Assistant Professor, College of Nursing and Health

Assistant to the Vice President, Academic Affairs

Assistant Vice President for Student Affairs

Assistant Vice President Student Affairs

Assistant Vice President, University Curricular Programs

Associate Dean, College of Liberal Arts

Associate Dean, Graduate School

Associate Dean, Raj Soin College of Business

Associate Dean, University College

Associate Director of Financial Aid

Associate Director, Center for Teaching and Learning

Associate Director, Disability Services

Associate Director, Enrollment Processing

Associate Director, International Admissions

Associate Director, University Honors Program

Associate Vice President for Research

Associate Vice President Student Affairs (2)

Associate Vice President, Academic Affairs

Associate Vice President, Enrollment Management and Director of Financial Aid

Associate Vice President, Human Resources

Associate Vice President, Institutional Effectiveness and Institutional Accreditation

Associate Vice President, International Affairs

Associate Vice President, Office of Latino Affairs

Associate Vice President, University Advancement

Chief of Police

Community Leaders (10)

Coordinator of Library Instruction and Assessment, University Libraries

Curriculum and Academic Policy Program Director

Dean, College of Education and Human Services

Dean, College of Engineering and Computer Science

Dean, College of Liberal Arts

Dean, College of Nursing and Health

Dean, Raj Soin College of Business

Dean, School of Professional Psychology

Dean, Interim, Science and Mathematics

Department Chairs (27)

Director of Assessment, Accountability, and Accreditation, College of Engineering and Computer Science

Director of Athletics

Director of Research Compliance

Director, Academic Policy and Curriculum, Academic Affairs

Director, Asian and Native American Center

Director, Bolinga Black Cultural Resource Center

Director, Compensation and Budgets, Human Resources

Director, Disability Services

Director, Employment Manager, Human Resources

Director, Enrollment Management Services

Director, LEAP Intensive English

Director, Pre-College Programs, Upward Bound

Director, Residence Life and Housing

Director, Service Learning and Civic Engagement

Director, University Center for International Education

Director, University Center for International Education

Director, Veteran and Military Center

Director, Women's Center

Disability and STEM Resource Specialist, Disability Services

End User Support Supervisor, Computing and Telecommunication Services

Enrollment Advisor, College of Engineering and Computer Science

Executive Director, Alumni Relations

Executive Director, Transfer and Non-Directional Student Center

Faculty Director, Center for Teaching and Learning

Faculty, Assistant Professor, College of Nursing and Health

Faculty, Associate Professor of History, College of Liberal Arts

Faculty, Associate Professor, Biochemistry and Molecular Biology

Faculty, Associate Professor, College of Education and Human Sciences

Faculty, Associate Professor, College of Liberal Arts

Faculty, Associate Professor, Political Science

Faculty, Associate Professor, Political Science

Faculty, Associate Professor, Sociology, College of Liberal Arts

Faculty, Professor, Biology

Faculty, Professor, Career and Technical Education

Faculty, Professor, Computer Science and Engineering

Faculty, Professor, Computer Science and Engineering

Faculty, Professor, Computer Science and Engineering

Faculty, Professor, Department of Chemistry

Faculty, Professor, Department of History

Faculty, Professor, English

Faculty, Professor, Mathematics

Faculty, Professor, Political Science

Faculty, Professor, Psychology

Faculty, Professor, Student Affairs in Higher Education

Financial Manager, Wright State Research Institute

HIPPA and Research Compliance Officer

Institutional Review Board Coordinator

Interim Associate Vice President for International Education

Lake Campus Academic Advisors (3)

Lake Campus Administrative Assistant for Faculty Services

Lake Campus Administrative Specialist

Lake Campus Admissions and Communication Coordinator

Lake Campus Agriculture Program Coordinator

Lake Campus Assistant Director of Student Services

Lake Campus Buildings and Grounds staff member (2)

Lake Campus Buildings and Grounds Supervisor

Lake Campus Business Manager

Lake Campus Community Advisory Board members (3)

Lake Campus Community Director

Lake Campus Coordinator of Disability Services

Lake Campus Coordinator of Diversity Initiatives

Lake Campus Coordinator of Events and Student Activities

Lake Campus Coordinator of Housing and Athletics

Lake Campus Dean

Lake Campus Development Officer and Director of the Business Enterprise Center

Lake Campus Director of Academic Programs

Lake Campus Director of Student Services and Public Relations

Lake Campus Director of the Health and Wellness Clinic

Lake Campus Enrollment Services Advisor

Lake Campus Enrollment/Admissions Advisor

Lake Campus Library and Technology Center Manager

Lake Campus Manager of Technical Services

Lake Campus Office Assistant, Business Enterprise Center

Lake Campus open meeting with faculty members (22)

Lake Campus open meeting with students (13)

Lake Campus Police Officer

Lake Campus Program Facilitator, Business Enterprise Center and Career Services

Lake Campus Research Assistant/Lab Manager

Lake Campus Student Conduct Coordinator

Lake Campus Student Services Officer/Coordinator of Veterans Affairs

Lake Campus Student Success Specialist

Lake Campus Teacher Education Program Coordinator

Lead Academic Advisor, University College

Lecturer, College of Education and Human Services

Lecturer, College of Engineering and Computer Science

Lecturer, Computer Sciences, College of Engineering and Computer Science

Lecturer, Raj Soin College of Business

Manager, Classrooms and Labs, Computing and Telecommunication Services

Manager, Distance Education, Center for Teaching and Learning

Manager, Human Resources Information Systems

Manager, Marketing, Nutter Center

Plumber, Physical Plant

President

Program Support Coordinator, College of Education and Human Services

Provost

Senior Lecturer, College of Science and Mathematics

Staff members (19)

Student Support Coordinator, Disability Services

Students (23)

Teaching Innovation Coordinator

Trustees (7)

University Ombudsperson

University Registrar

Vice President for Multicultural Affairs and Community Engagement

Vice President for Research and Graduate Studies

Vice President, Business and Finance

Vice President, Enrollment Management

Vice President, Legal Affairs and General Counsel

Vice President, Multicultural Affairs and Community Engagement

Vice President, Student Affairs

Vice President, University Advancement

Vocational Support Coordinator, Disability Services

Additional Documents

"Board of Trustees Goals for 2016"

http://colleges.usnews.rankingsandreviews.com/best-colleges/wright-state-9168

http://webapp2.wright.edu/web1/newsroom/for-the-media/factsheets/

http://www.studentachievementmeasure.org/participants/206604

http://www.wright.edu/administration/institutionalresearch/

http://www.wright.edu/administration/institutionalresearch/common-data-set/cds_15_16.pdf

http://www.wright.edu/administration/institutionalresearch/student-fact-book/ten_nineteen_books.html

http://www.wright.edu/business-and-finance/campus-auxiliary-and-business-services

http://www.wright.edu/business-and-finance/campus-auxiliary-and-business-services/strategic-procurement/overview

http://www.wright.edu/raider-connect/money-management/cost-estimator

http://www.wright.edu/student-handbook

http://www.wright.edu/wrightway

https://www.wright.edu/community-standards-and-student-conduct/code-of-student-conduct

https://www.wright.edu/faculty-senate/faculty-handbook/freedom-free-speech-diversity/demonstrations-and-marches

https://www.wright.edu/research/compliance/responsible-conduct-of-research

https://www.wright.edu/sites/default/files/page/attachements/A_RCRInstitutionalPlan.pdf

https://www.wright.edu/sites/default/files/uploads/2016/Feb/meeting/SABOT%20Minutes%202016%20January.pdf

https://www.wright.edu/wrightway/4002 (nepotism policy)

State of Ohio Certificate of Incorporation: Wright State Applied Research Corporation

State of Ohio Certificate of Incorporation: Wright State Center of Innovation for Advanced Data Management and Analysis

Wright State Applied Research Corporation Amended Code of Regulations, (September 2015)

WSRI Strategic Plan

Academy Impact Report:
https://www.wright.edu/sites/default/files/page/attachements/Academy%20Impact%20Report.pdf

Results from HLC Assessment Academy:2012 to Present:
https://www.wright.edu/sites/default/files/page/attachements/Results%20from%20Core%20Assessment%206_2015.pd

Fall 2015 Core Assessment: Preliminary Report: 2-18-16:
https://www.wright.edu/sites/default/files/page/attachements/Fall%202015%20Core%20Assessment%20Preliminary%
18-16.pdf

University Office: Student Affairs: Office of Disability Services Program Review Report: Handed to me during the visit in hard copy.

Program Level Assessment Report for 2012-2013: Department of History:
http://www.wright.edu/sites/default/files/page/attachements/History_BA-13.pdf

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.)

Rating

Met

Evidence

- The mission statement of Wright State University (WSU) was updated in 2012 by a Strategic Planning Committee that included administrators, faculty, staff, and student government. By consulting with their various constituents the committee assured that the entire university community had a voice in the strategic planning process. Moreover, the first draft of WSU's mission, vision, and strategic plan was shared with the university community through a variety of meetings and through monthly publication in the Wright State newsletter. After adoption by the Board of Trustees, the University has assured that faculty, staff, and students remain aware of the mission and vision through its inclusion in orientations for new students, faculty, and staff.
- The mission of the University is to "…transform the lives of our students and the communities we serve." To accomplish this mission, WSU offers over 200 degree and certificate programs, as well as Pre-Health, Pre-College, Dual Enrollment, Foundational Studies, and an Honors Program. Moreover, recognizing that some of its students need additional support to succeed at the University, WSU offers summer bridge programs in Writing and Mathematics and a First Year Experience Program. A wide range of student support services are available to all students, including: a one-stop Student Enrollment Services Center, an Academic Success Center, a Learning Communities Program, a Transfer and Non-Traditional Student Center, and a Career Center.
- The planning and budgeting priorities of WSU are in alignment with its mission. The largest part of its budget (36%) is devoted to instruction and department research, a clear reflection of the central role that teaching and research plays in the mission of the university. Other major

areas of expenditure are: institutional support (25%), academic support (13%), and scholarships (8%), and student services (6%).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU has easily accessible public documents that clearly articulate its mission, vision, and values as well as its celebration of diversity and its commitment to ethics. These statements are concise, consistent, and easily understandable.
- The central mission document of WSU is its strategic plan, *Empower: Wright State Strategic Plan, 2013-2018*. This plan is current and consistent with the preamble of the Wright State University Faculty Constitution, which ensures that the strategic plan has strong buy-in from the faculty. The brevity and clarity of the strategic plan makes it easily accessible and helps to ensure that it guides the actions of the university.
- The strategic plan makes it clear that WSU intends to produce students that have the skills essential for lifelong learning and success in the workplace. Moreover, the strategic plan emphasizes the commitment of the University to serving a diverse student body, while attaining national prominence in research, scholarship, and entrepreneurship.
- WSU recognizes the important role it plays as an engine of economic development to its region; and its strategic plan commits the university to engaging with local, state, national, and global partners.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- Wright State University addresses its role in a multicultural society through its guiding documents, including a Diversity Statement, as well as through its academic programs, its student support services, and its hiring policies and practices. The university supports its diverse student body, faculty, and staff through its Division of Multicultural Affairs and Community Engagement, as well as through the Office of Latino Affairs and the Office of Equity and Inclusion.
- As part of its general education program, all students must complete two courses that focus on multicultural competency.
- To enhance the diversity of its faculty and staff, diversity training is made available to every member of a search committee. Participation in this on-line training is high with about 80% of search committee members completing it. Every search committee must consider under-represented populations in its decision-making process.
- The many offices that support diversity at Wright State clearly demonstrate that it pays attention to human diversity and strives to provide personal, social, and cultural support to all of its students, faculty, and staff. A further manifestation of Wright State's attention to human diversity is its support of many cross-cultural events annually, including the Multicultural Millennium Conference and the International Friendship Affair.
- Wright State University takes justifiable pride in the fact that its campus has been designed to be accessible to disabled students and staff and that it serves a large number of disabled students (750 in Fall 2015).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU serves the public by providing more than 200 degree programs that have educated more than 100,000 students since the founding of the university in 1964.
- The public is further served through Wright State's six Centers of Excellence, its school of medicine, its sponsorship of STEM high schools, and its Center for Urban and Public Affairs.
- In 2014, WSU received the Community Engagement Classification from the Carnegie Foundation, a clear demonstration of its commitment to serving its community.
- WSU acknowledges the primacy of its educational responsibilities in its mission statement and in the Bylaws of the Board of Trustees. The first two goals of the strategic plan focus on educational responsibilities which provides additional evidence that these responsibilities have primacy at Wright State.
- WSU engages with external constituents in its mission and strategic planning processes and community members serve on advisory boards throughout the university. WSU also holds an annual Regional Summit, at which it engages with community leaders, to better understand how it can serve community and regional needs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, Wright State University meets all of the requirements of Criterion 1. The University's has a clearly articulated and broadly disseminated mission that is well understood by its faculty, staff, and students. The mission drives the institution's operations, as demonstrated in its current strategic plan, its celebration of diversity and inclusion, and its strong commitment to improving the region that it serves.

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.

Rating

Met With Concerns

Evidence

- The Ethics Policy for the University, outlined in Wright Way Policy 1104, states: "It is the policy of Wright State University (WSU) to carry out its mission in accordance with the strictest ethical guidelines and to ensure that WSU officials and employees conduct themselves in a manner that fosters public confidence in the integrity of Wright State University, its processes, and its accomplishments."
- 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 requirements regarding conflicts of interest and board duties. In addition, the WSU Board of Trustees adopted a "Statement of Expectations for the Board" that outlines ethical obligations the Trustees have to the University, to the Board itself, fellow trustees, the President, and internal and external constituents. Through the above and through actions described later in this document, the governing board of WSU has demonstrated consistently its intent to make decisions in the best interest of the University and to 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."
- WSU's Board of Trustees' Resolution 03-48 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. WSU 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.
- WSU is accountable to the state of Ohio for its finances and must submit quarterly reports to the Ohio Department of Higher Education within 30 days of the end of each fiscal quarter to

demonstrate fiscal strength. Similar reporting to the Higher Learning Commission and to the federal government regarding financial aid funds is required. Financial integrity in University Advancement is ensured through oversight by the Wright State Foundation Board.

- The *Faculty Handbook* and the Collective Bargaining Agreements outline the rights and responsibilities of all Wright State faculty members. The *Faculty Handbook* extends extends the rights and protections in the Collective Bargaining Agreements to faculty outside the collective bargaining units. The *Faculty Handbook* and Collective Bargaining Agreements 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 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 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). Research and Sponsored Programs staff checks for proper review and approval of all research involving animal use, human subject participants, hazardous wastes, radioactive materials, and recombinant DNA.
- Wright Way Policy 1107 addresses Research Conflict of Interest and Disclosure and Policy 2101 outlines the Administrative Procedures for Allegations of Research Misconduct. The Wright Way policies include academic integrity policies and consequences for noncompliance.
- The WSU *Student Handbook* provides students with policies and procedures governing all aspects of their participation in the University, including academic integrity. WSU 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.
- WSU provides ongoing training to its employees on compliance with university policies via workshops and a biannual Staff Development Day sponsored by the University'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.
- WSU 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.
- Despite these many positive lines of evidence in support of this criteria, events of the last year revealed challenges to the University's high standards and expectations.
  - 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.
  - This started a chain of events that revealed, at a minimum, a serious lapse in ethical behaviors. The institution's response provides evidence that the institution takes these matters seriously and strives to adhere to the highest standards of ethical behavior and to

implement controls, policies, and organizational structure to assure ethical standards. The incident and the institution's comprehensive and systemic plans for responding to it must weigh heavily in our assessment of this criterion.

- In order to assist the ongoing investigation and to take steps 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.
- Consequent to this initial review, in August 2015, the President announced a reorganization of the executive leadership. Previously, the positions of Chief Operating Office and Chief Academic officer were vested in the Provost. Under the new reorganization, the Provost will serve as Chief Academic Officer, while the duties of Chief Operating Officer will reside with the Vice President of Business and Finance. We agree with the President's finding that this new structure will be more in alignment with national best practices and will better serve the interests of Wright State in view of the growth in complexity and magnitude of the environment in which the institution operates.

- To its credit, the institution and its Trustees have taken these developments seriously. In particular, the Trustees have established a set of institutional goals for 2016, many of which are motivated by a determination to establish policies, procedures, and organizational entities to assure that, moving forward, the institution exercises proper administrative control over select processes.
- The institution is making significant progress on these goals which, when complete, will achieve the goals of improving institutional effectiveness, transparency, control, and ethical operations. By way of example, the Vice President for Research and the Executive Director of the Wright State Research Institute/CEO of the Wright State Applied Research Corporation, have drafted revised operating procedures, bylaws, and regulations for both the WSRI and the WSARC that will provide systematic financial controls and institutional oversight to assure that the challenges of 2015 do not recur. However, we must emphasize that the changes are extensive and very much still a work in progress.

Interim Monitoring (if applicable)

The institution is making significant, wide-ranging, and systemic progress in achieving the goals properly established by the Board of Trustees. Further, the institution responded immediately, and is now proceeding with due deliberation and attention to appropriate national standards and best practices. However, by any measure, the events of 2015 revealed a serious failure in administrative control mechanisms. While we are confident that the institution immediately began to undertake necessary reforms upon learning of the problems, we must take into account both the seriousness of past events and the fact that reforms are, understandably, not yet complete. For this reason, we find that the institution *satisfies criterion two*, but *with concerns.* We recommend that the institution provide a follow-up report to the Commission detailing completion of the four goals established by the Trustees that are relevant to this criterion:

- Develop and implement a comprehensive compliance program;

- Establish a contracting organization that oversees all contractual relations at the University;
- Appoint appropriate staff to the Office of General Counsel to ensure that functions are properly performed, particularly but not limited to, the handling of employment for individuals with an immigrant intent;
- Review affiliated entities and policies related to their operation to ensure that appropriate administrative controls are in place.

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.

Rating

Met

Evidence

- The University presents its programs and requirements completely and clearly to the public. All WSU programs and requirements are listed in the university undergraduate and graduate catalogs, which are available to students and the public online. The Wright State website proclaims its accreditation through the Higher Learning Commission, as well as accreditations from professional accrediting bodies for programs in medicine, nursing, clinical psychology, chemistry, music, engineering and computer science, education, and others. The institution publishes undergraduate and graduate admission requirements online, and a separate online publication details the special requirements for international admissions. 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.
- WSU presents its faculty and staff clearly and completely to its students and the public. The numbers of full time and part time faculty are published at numerous locations on the institution's website. Detailed lists of faculty, including qualifications, credentials, and scholarship, are available on college, departmental, and various other websites. Faculty contact information is readily searchable on the institutional website. Websites list the names and contact information for key staff members. The faculty constitution, published online as part of the *Faculty Handbook*, details the duties and responsibilities of the faculty. Many faculty have their own webpages, and all faculty make their course syllabli accessible. The *Staff Handbook*, available online, describes the general duties and responsibilities of the staff.
- WSU presents the costs of attendance clearly and completely to students and the public via various institutional publications, both print and online, which provide clear and accurate information regarding tuition, fees, and cost of attendance. The Institutional Research website's profile includes tuition and fee costs, housing costs, and average costs of attendance. The RaiderConnect website has a user-friendly cost estimator to assist students in estimating the cost of attendance. That website also provides links to the US Department of Education's Net Price Calculator. The institution maintains a separate cost-of-attendance website for international students.
- WSU informs students and the public about its internal control and administrative structures. The University 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. Agendas and actions of the Board of Trustees, strategic plans, and curricular and program changes are communicated to campus and public constituencies in a timely manner both in print and online

media. The shared governance structure is defined in the Faculty Constitution, published as part of the *Faculty Handbook* and available on the University website. The Division of Business and Finance publishes guidelines on financial controls, procurement, and related business practices and policies of the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The Board's actions following the events of 2015 constitute the clearest evidence that Trustees act to enhance the institution. A review of the Board's minutes shows that due consideration of the institution's strategic plan, financial status, contracting, and fund-raising activities.
- As the minutes of board meetings attest, the Board reviews and considers the relevant interests as expressed in the University's strategic plan. The structure of the Board and its committees also reflect the goals and interests of the institution. 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, during which time the Board receives testimony as required.
- 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.
- The bylaws of the Board of Trustees include provisions to preserve the integrity and independence of the Board so that it will not be influenced by potential conflicts of interest. WSU 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 WSU website. Attendance at Board meetings included representatives from the unclassified and classified staff advisory councils, Faculty Senate, and Student Government.

- A retreat with WSU 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.
- The WSU 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 Board's response to the events of 2015 constitutes an independent line of evidence that the day-to-day management is delegated to the administration. The Board has set broad goals for the administration in response to these events and mandated reporting, but has left implementation to the administration. Other goals for 2016, including financial planning, fund raising, and succession planning, also rely on the administration to prepare a plan and report back to the board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

- The WSU 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," providing evidence of the institution's commitment to the pursuit of truth in research, teaching and learning.
- The WSU Faculty Constitution, *Faculty Handbook* and the Collective Bargaining Agreements all affirm the institution's commitment to academic freedom, faculty rights and responsibilities, and excellence in teaching through specific policies and procedures. Academic Freedom in the University as essential to the proper development of the institution and as an unqualified right but also a responsibility.
- A Senate Policy, reaffirmed most recently in February 2012, recognizes the exercise of the rights of expression, affiliation, and peaceful assemblage. The policy states that "WSU students and personnel may express their views by demonstrating peacefully for concepts they wish to make known, and the University will make every reasonable effort to protect those rights." This policy, published on the WSU web site, provides evidence that the institution's commitment to freedom of expression extends to all members of the University community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The Wright Way policy 1101 "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, WSU'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.
- The Office of the Vice President for Research publishes online a comprehensive guide to the responsible conduct of research. It includes clear summary of expectations on the responsible conduct of research, links to relevant NIH and NSF regulations, WSU policies (policy 1101 referenced above), and to the institutions comprehensive plan for the responsible conduct of research, the latter being required by applicants for NSF funding. 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. Wright Way policy 4002 establishes institutional policies on conflicts of interest arising from relationships of affinity of the first and second degree.
- Oversight for research with human and animal subjects is governed by the WSU 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. Anyone undertaking human subjects research is required to complete responsible conduct of research training via the Collaborative Institutional Training Initiative (CITI) before a protocol is approved. All investigators supported by Public Health Service funds must complete financial conflict of interest training in CITI before funds are released for expenditure.

- The Office of Environmental Health and Safety (EHS) Oversight serves to assure safety with biohazards and radioactivity 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, WSU 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. Radiation compliance is further assured through EHS audits of laboratories that utilize radioactive material. 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.
- As required by the NIH and NSF, all WSU undergraduates, graduate students and post-docs receiving research support or training grants must undergo training in the responsible conduct of research prior to undertaking NSF funded research. The institution provides multiple opportunities for this training, including relevant CITI training, discipline-specific training, faculty mentoring, and classroom instruction. Students receive training on ethical behavior and academic integrity from the Center for Teaching and Learning, the Offices of Research and Sponsored Programs, and the Office of Community Standards and Student Conduct. All researchers, including student researchers, engaged in research involving human subjects must complete the relevant CITI training.
- 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 WSU. 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 pledge committing to integrity and fair dealing in the profession. 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 are required to take additional coursework on the responsible conduct of research during their tenure, overseen by the Graduate School. The training is provided by subject matter experts and supplemented by online training modules such as CITI as appropriate.
- WSU offers numerous courses at both the undergraduate and graduate level that specifically address research and professional ethics. These include, for example, Research and Methods courses, research ethics courses such as those in the Biomedical Sciences Ph.D. Program, an Internet Security Course that carries a Statement of Ethics, ethics courses such as those in Liberal Arts and the College of Business, and many others. Two courses, ENG 1100 and ENG 2100, address good source work and basic protocols for documenting research. Other university organizations, including the University Writing Center and the Dunbar Library, promote the development of skills for the responsible use of knowledge.
- Evidence that the institution both has and enforces policies on academic honesty and integrity includes the Student Guide to Academic Integrity and the Faculty Guide to Academic Integrity. Each assists students and faculty respectively in understanding the institutional expectations relative to academic integrity, to include research integrity. Both documents also outline the process for resolving cases of student academic misconduct. Wright Way policy 2101 provides procedures for reporting, investigating, and adjudicating allegations of research

misconduct. This policy was revised and approved by action in the Faculty Senate effective with the Fall 2015 semester.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Based on the information in the assurance argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, Wright State University is committed to acting with integrity and to ethical and responsible conduct. In response to challenges that came to light in the last year pertaining to certain aspects of ethical and responsible conduct, the institution is undertaking a systemic and comprehensive review of select organizational structures and related policies and procedures. The Trustees, in collaboration with the University administration, have outlined four critical goals in this regard. However, because of the absence of controls that undermined WSU's commitment to ethical conduct, the visiting team found that the University has met with concerns Core Component 2.A. Accordingly, the visiting team recommends a follow-up report that documents steps that WSU has taken to: develop and implement a comprehensive compliance program; establish a contracting organization that oversees all contractual relations at the University; hire a new General Counsel and bolster the office's staff to ensure that its functions can be properly performed, particularly but not limited to, the handling of employment for individuals with an immigrant intent; and conduct a review of affiliated entities and policies related to the operation of affiliated entities. The visiting team expects all changes necessary to ensure that proper controls will be operational by the time that the report is submitted. The report should be submitted no later than June 30, 2017.

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).

Rating

Met

Evidence

- WSU has a systematic process for the review and approval of new courses and curricula. Design of new courses and curricula begins at the departmental level. Faculty create new courses and curricula, then send the course proposals to the various college curriculum committees. College committees forward their recommendations to either the Undergraduate or Graduate Curriculum Review Committees. Throughout the review and approval process, faculty play a central role. Faculty Senate also reviews new course and curricula proposals.
- The Wright State Core describes seven learning outcomes for general education, which are integrated into undergraduate courses. The Undergraduate Curriculum Review Committee (UCRC) focuses on courses that are common across the program and makes sure that they meet the core requirements. The University Curriculum Review Committee examines the associated syllabi to make sure that the Wright State Core learning outcomes are represented, and also monitors whether or not assignments that assist in meeting learning objectives are articulated.
- The Undergraduate Curriculum Committee determines if courses at the undergraduate level have the correct number of credit hours, assignments, and learning outcomes; and if the appropriate number of contact hours are met.
- The Graduate Curriculum Committee is composed of graduate faculty who oversee the approval process for new graduate courses. The new Curriculog software system assists both graduate and undergraduate faculty in identifying components necessary for inclusion in the development of new courses and programs.
- The Ohio Department of Higher Education must approve new programs. All colleges and programs have advisory boards that are involved in review of programs, to discern if the proposed program contains the elements sought by community partners. The Ohio Department

of Higher Education reviews Ph.D. programs.
- The process for proposing and approving courses is the same for both the Lake Campus and online offerings. Dual credit courses adhere to the standards of the Ohio College Credit Plus program. To ensure quality of instruction, Wright State approves instructors at dual credit sites, reviews syllabi, and may conduct a site visit.
- Program review is conducted on a five-year cycle. The Assurance of Learning Committee (ALC) has developed a template for use in the reviews. Although the ALC's recent program review encountered issues in the scoring and usage of the evaluative rubric, changes have been made for the next round of reviews. The ALC has changed its focus to assessing program outcomes and is developing methods for assessing goals to make a viable curriculum map.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The Wright State Core consists of seven learning outcomes for general education, and is integrated into undergraduate courses for associate's and bachelor's degrees. Approved by Faculty Senate in 2010, the Core is grounded in standards recommended by the American Association of Colleges and Universities, the Lumina Foundation, and the Ohio Department of Higher Education.
- The Wright State Core engages students in acquiring the skills needed to think critically, synthesize information, and become lifelong learners. Outcomes such as: communicating effectively; evaluating arguments; and, demonstrating multicultural competence are infused into the requirement of 38 hours of coursework in a wide range of disciplines.
- For its HLC Assessment Academy Project, Wright State chose to focus on a particular Core learning outcome each semester. The "Taskstream" assessment software has been employed to perform reviews of all student artifacts collected to demonstrate learning of a particular outcome. Faculty have reported making changes to assignments based on Taskstream and Assessment of Learning Committee feedback.
- The Wright Core contains student learning outcomes that promote an understanding of human and cultural diversity, such as "demonstrating global and cultural competency" and "demonstrating an understanding of contemporary social and ethical issues."
- WSU sustains numerous co-curricular programs that promote human and cultural diversity, including programs for African American, Latino, women, veteran, first generation and economically-disadvantaged students. Student organizations, mentoring programs and faculty

fellows are among the student resources offered by the Multicultural Affairs and Community Engagement division. In addition, the University Center for International Education offers study abroad and study exchange opportunities.

- The Disability Services staff enjoys a national reputation for innovation and service provision. Innovative classes on academic success and resiliency, support for student veterans, on-site adaptive equipment maintenance, and an early connection with first-year students are but a few of the impactful services provided by WSU.
- Tenured and tenure-track faculty are required to contribute to scholarship and creative work, which is reported to each Dean. The "Core Scholar" repository shows samples of publications by unit, center or department – as archived by over 200 faculty members.
- Students take part in fine arts productions, produce articles in campus publications, and participate in graduate level research. Community partners offer students the opportunity to conduct research and to solve real-world problems in the community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU experienced an enrollment adjustment after the transition from the quarter to the semester system. The institution prides itself on maintaining a 22:1 student-faculty ratio. Enrollment growth is expected to remain steady, or grow by no more than 1% in the coming year. A staff of approximately 1,900 persons is allocated efficiently across campus to meet the needs of students.
- WSU ensures that members of the corps of instruction are appropriately credentialed to perform the tasks they are assigned. Initially, the office of human resources verifies credentials. Deans are responsible for making sure that faculty are credentialed. A credentialing service is retained to verify that the highest degree as reported on the curriculum vitae.
- Student evaluation of instruction is performed regularly. Additionally, department chairs are required to perform evaluations of instructors. The university ombudsperson receives and acts on complaints from students faculty and other matters.
- Professional development opportunities are available to faculty. Funding to support professional development is made available at the provost's, dean's and departmental level. The Center for Teaching and Learning provides both funding and seminars for professional development.
- The Collective Bargaining Agreement sets forth the number of office hours that faculty are expected to maintain. Students generally agree that faculty are available during office hours, but mentioned that calling ahead to verify availability was advisable.
- Detailed job descriptions are required for job announcements at Wright State. Numerous

professional development opportunities are available for staff, including the Leadership Series of seminars provided by human resources. A Staff Development Day occurs each year with topics taught by faculty and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU offers a comprehensive number and type of services suited to the needs of its student population. The high number of nontraditional and commuter students are served by the Transfer and Nontraditional Student Center. The decades-old tradition of excellent service for students with disabilities is met by the Office of Disability Services. The Veteran and Military Center was opened in 2013 to meet the needs of student veterans. Prospective first generation and low-income students are served by Upward Bound programs, and support ranging from FAFSA assistance in the home to scholarship support are provided.
- In onboarding students to the institution, a combination of methods, to include placement testing (e.g. "ALEKS" math placement test), advisement, and high school credentials are utilized in order to make suitable course schedules for entering students.
- In support of student achievement, a new $14.3 million Academic Success Center opened in 2015. This one stop location has brought together key academic support services, including a Math Center, Writing Center, tutors, center for student-athletes, and advising center. Tutoring is provided free of charge to first year students. The Academic Success Center employs over 300 students as tutors.
- University College provides an intentionally designed home for the advisement of students who are undecided about their major, or who do not meet the criteria for admissions to a college. A mix of professional advisors and faculty are available to students for advisement – depending on the college.
- An early alert system allows faculty to notify advisors about students who have deficient grades or attendance. First-year students and those on academic probation are required to meet with their advisors.
- Among the physical and instructional resources provided to students and faculty -- numerous clinical practicum and internship spaces are available. Technical support such as a help desk is

provided for students and faculty by Computing and Telecommunications Services (CaTS). The Center for Teaching and Learning provides faculty with a range of workshops including instructional design and a Student Success symposium. SCALE-UP classrooms that provide active and collaborative technology and space have been built.

- Students and faculty may access the Wright Brothers archives in the Library. The Nutter Center is home to both athletic and cultural events. Wright State's Creative Arts Center was expanded and modernized last year.
- The campus library offers support for research and referencing with its "Ask a Librarian" service. CaTS provides online tutorials on a range of topics, including academic integrity; academic integrity is also addressed in new student orientation.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU offers a robust variety of co-curricular experiences for students, aligned with the institution's mission. Community engagement is encouraged through offices such as Student Activities and Fraternity and Sorority affairs. Students enthusiastically participate in the Raiderthon dance marathon that raises money to support Dayton Children's Hospital.
- A number of student organizations exist to connect students to academic, personal or recreational interests; students described the importance of student organizations in feeling welcomed to and affiliated with the institution.
- Both the Wright State Career Center and the colleges locate internship opportunities for students seeking experiential learning. Graduate assistantships provide the opportunity to participate in research projects with faculty and peers.
- WSU is taking steps to assess co-curricular efforts, like community service, by measuring the number of participants, service hours, and community impact of projects. Additionally, students may record out-of-classroom learning experiences on the Engage, Demonstrate, Graduate and Excel (EDGE) co-curricular transcript.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Based on the information in the Assurance Argument and confirmed in interviews and other pertinent materials reviewed by the visiting team, Wright State University meets the requirements of Criterion 3. Wright State has a detailed process in place to ensure that the development of new and revised courses and degree programs has appropriate faculty oversight. The institution uses the Wright State Core learning outcomes for each degree program. Assessment of learning outcomes has been developed by a university-wide committee, and resources to build and assess courses have been created. The program assessment process continues to be refined and improved, with input from faculty, deans, and the assessment team. Learning objectives and program learning goals are consistent at both the main and Lake campuses, as well as in online courses. Dual credit courses are monitored for quality by WSU faculty. A rich slate of co-curricular opportunities exists to engage all students in areas of community service, research, and economic development in support of the institution's mission. The University has developed a rich array of academic support resources to increase and ensure student success.

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).

Rating

Met

Evidence

- Wright State instituted institutional undergraduate program reviews in academic year 2005-2006. This process was overseen by the Undergraduate Curriculum and Policies Committee.
  - This process was suspended for three academic years: 2010-2011, 2011-2012, and 2012-2013 when the institution converted to a semester system.
  - In academic year 2013-2014, the program review process was redesigned to align with WSU's Strategic Plan. Program Review templates and review rubrics were created. The redesigned program review process is in keeping with national norms.
- In academic year 2014-2015, programs within single academic departments were reviewed. In academic year 2015-2016 multidisciplinary programs and co-curricular programs are being

reviewed. Wright State's website outlines a precise timeline for these reviews. The process for academic year 2014-2015 began in June 2014 and ran through April 2015.

- Program reviews are coordinated by the University's Assurance of Learning Committee (ALC). All doctoral program reviews include external reviewers, whereas reviews for undergraduate and master's programs are conducted internally only.
- With two program review cycles completed, the AOL Committee is revising the data elements required and altering evaluation rubrics.
- Following the five-year comprehensive review, each degree program was asked to choose at least one learning outcome to assess and report on each academic year until time for the next five-year comprehensive review. At that time, the comprehensive five-year review will include the collective results of assessment of student learning for the previous five years.
- The review team commends WSU for its revised comprehensive program review process; however, we recommend that Wright State consider revising the university-level review process to *include* recommendations for allocation of additional resources, continuation at current allocation levels or, in rare cases, discontinuation of programs.
- WSU adheres to the Ohio Department of Higher Education's Transfer Policy in awarding credit for coursework that students transfer from another institution. All courses approved for transfer among Ohio's public higher education institutions must address specific learning outcomes.
- Wright State awards credit for prior learning through the successful passing of standardized exams, such as Advanced Placement, College Level Examination Program, and International Baccalaureate examinations.
- WSU also has clearly developed policies and procedures for awarding credit through portfolio examination and, with other institutions, is working with the Ohio Department of Higher Education to develop portfolio evaluation procedures for statewide implementation.
- Policies governing transfer of credit are widely and clearly documented. WSU makes available articulation agreements applicable to students moving from Community and Technical Colleges in Ohio. The Admissions Office (for undergraduate programs) and the Graduate School (for graduate programs) examines all credit on transcripts of transfer applicants to establish appropriate WSU course equivalencies.
- WSU has a robust, faculty-driven curriculum approval process. New course submissions must include prerequisites and expectations for student learning in the form of student learning outcomes.
- WSU offers a First Year Experience Program aimed at helping new freshman successfully navigate the college experience. The University is recognized nationally for its services to students with disabilities and is nationally ranked as a military friendly school. Its Student Success Center helps connect students to services they need under one roof.
- Human Resources verifies qualifications of all full-time prospective faculty hires, while the academic departments verify the qualifications of adjunct faculty. Graduate Faculty status, based on a review of credentials, is granted by the Graduate Dean (for tenure-track faculty) or Graduate Council, with final recommendation from the dean (for non-tenure-track faculty). Graduate faculty appointments are not periodically reviewed for tenure-track/tenured faculty, but are reviewed every five years for other faculty.
- The state of Ohio has instituted the College Credit Plus Program, in which Wright State participates. This program verifies that college courses offered in high schools use the same textbook and syllabi as those at WSU and that instructors are appropriately qualified. Additionally each high school instructor has a WSU faculty mentor who makes site visits to the schools. Some dual-credit classrooms have WSU graduate students who assist with learning in the laboratory.
- WSU maintains specialized accreditations as appropriate. Twenty-one degree programs, housed in nine colleges or schools maintain specialized accreditation.

- WSU uses multiple strategies to evaluate the success of its graduates. Strategies include:
  - Sending surveys to graduates (Institutional Research; 67% to 72% of graduates said WSU prepared them for the jobs they wanted and 86% to 71% said their degrees were valuable).
  - Sending surveys to alumni once every five years (Alumni Office)
  - Ohio Department of Higher Education – tracks WSU graduates -- results show that most stay in Ohio (79%) and are employed full-time (51%).
  - National Student Clearing House – tracks WSU graduates who pursue graduate study (37%).
  - Medical School graduates have residency match rates that averaged 98% over a five year period.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU has established seven University level learning outcomes. These are: communicate effectively; demonstrate mathematical literacy; evaluate arguments and evidence critically; apply the methods of inquiry to the natural sciences, social sciences, and the arts and humanities; demonstrate global and multicultural competence; demonstrate understanding of contemporary social and ethical issues; participate in democratic society as informed and civically engaged citizens
- For its quality initiative, WSU participated in the Higher Learning Commission's Assessment Academy. As a results of this participation, the University: implemented the Wright State Core assessment process; formed an Assurance of Learning Committee (ALC); developed a sustainable cycle to measure Wright State's Core outcomes; hired an Assistant Vice President for Educational Effectiveness and Institutional Accreditation; implemented a process for collecting, analyzing, sharing, and planning change based on assessment results; purchased Taskstream, an assessment software, to assist in the assessment process
- Wright State has established an effective and robust process to assess student learning in the core, which includes assessing one core outcome each term by collecting artifacts of student work and assigning a group of faculty to evaluate the artifacts to determine if the students are achieving the intended outcomes.
- The ALC also analyzes results to improve the process of assessment. Examples from the early round of assessment using the process described above included: Faculty assessors noted that many of the student artifacts did not appear to address the outcome being assessed. This resulted in sharing the rubric with faculty teaching the courses so that they would know the criteria used to assess student work and would be sure to include the appropriate alignment between the WSU outcome and the appropriate course outcomes/s.
- Degree programs have historically assessed student learning. This process was temporarily suspended when WSU converted from the quarter to the semester system. Then, as was reported in Core Component 4A1, Wright State conducted comprehensive reviews of the majority of its academic degree programs in academic year 2014-2015. These reviews included

assessment of student learning. Each academic program will henceforth assess one student learning outcome each year, then in the fifth year participate in the program review process.

- All Lake Campus degree and certificate programs have developed plans for assessing student learning outcomes and created reports summarizing the data collected and the plans for improvement based upon assessment findings. Assessment of student learning outcomes reflects good practice and allows the campus to have assurance about the quality of student learning.
- During academic year 2014-2015, WSU included assessment of student learning as part of the comprehensive five-year program review process for all degree programs within departments. All reports are posted on the University's website and reflect good practice.
- Wright State has developed a process, similar to that for degree programs, to assess co-curricular programs. An example is the report prepared by the Office of Disability Services for Ohio's STEM Ability Alliance (OSAA). The report indicates that a total of 602 students participated in programming between 2011 and 2015. The report indicates the program's alignment with the Division of Student Affairs and lists five specific program goals, how achievement of the program's goals was assessed, a summary of assessment findings and how these finding were used to inform improvements in the program.
- Housing and Residence Life has conducted surveys and telephone interviews to receive feedback from students to help inform improvements to the student residential experience. That office also assesses the success of the residential living/learning communities.
- The assurance argument provided examples from both the core assessments and the comprehensive five-year degree program reviews of the use of assessment data to improve student learning. Specific examples include:
  - Core Assessment: After sharing results with Core faculty, examples were provided of faculty and departments making changes in courses based on assessment results.
  - Core Assessment: After receiving results of core assessment, core faculty review syllabi and make changes as appropriate.
  - Degree Program Comprehensive Five Year Review: these reviews provided evidence of use of assessment results to improve student learning.

- WSU also periodically administers the *National Survey of Student Engagement (NSSE)*, but does not appear to consider its results, in conjunction from the results of direct assessments, in its overall plan to improve student learning and engagement. They might consider doing so, as *NSSSE* provides a rich source of data directly aligned to the overall student experience on campus, with a heavy emphasis of effective teaching and learning practices.
- WSU follows good practices in assessment, including:
  - Having faculty assess authentic student work using AAC&U Value rubrics following norming sessions.
  - Having the assessment process overseen by an Assurance of Learning Committee consisting of faculty, administrators, and Student Affairs staff.
  - Having degree program comprehensive five-year reviews conducted by program faculty, led by program assessment teams.
  - Communicating program review results, core and program assessment findings, and syllabus evaluation results, to appropriate course instructors, degree program faculty, faculty senate, and upper administration.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Evidence

- WSU defined goals for student retention, persistence, and completion through its *Access, Progress, Success* initiative and, more recently, its *Campus Completion Plan*. The latter emphasizes innovative curricula, which is supported by the staff from the Center for Teaching and Learning, proactive and personalized advising which is available through Raider Academic Progress System (RAPS), and expanded academic support services.
- The Office of Institutional Research works with the Campus Completion Committee to produce the annual *Student Success Report*, *Student Achievement Measure* (SAM), and the *Voluntary System of Accountability's College Portrait*, which allow WSU to share in a transparent manner data regarding student persistence and graduation rates.
- WSU is currently partnering with the Education Advisory Board's (EAB) Student Success Collaborative (SSC). This program uses predictive analytics to help identify majors that are good fits for students' abilities and interests, thus improving the potential for students to persist in college and complete their degrees in a timely fashion. Advisors are actively using this system to guide students into appropriate major choices that will lead students along desired career paths.
- Additional data-driven initiatives include:
  - Proactive advising for conditionally admitted students and for students on academic probation.
  - Referrals for appropriate services, e.g. tutoring, the Writing Center, the Math Emporium, Counseling, Disability Services. Most of these services are housed in the Student Success Center, making the services easily accessible under one roof.
  - Use of innovative classroom spaces within the Student Success Center for large freshman

gateway courses. The Center for Teaching and Learning assists faculty in using active learning pedagogy within these large classes. Research shows that this type of educational practice engages students, resulting in deep learning and improved persistence.

- Advisors' use of a degree audit system. This system allows advisors (and students) to track students' progress toward degree.
- Use of a case management advising style for at-risk first year students.
- Articulation agreements with Community and Technical Colleges and the Ohio Transfer Module have resulted in more seamless transfer of credits among Ohio's institutions of higher education, thus improving the graduation rates of transfer students.
- Success plans or contracts used in some academic programs.
- High Impact Practices, such as First Year Seminar, Learning Communities, individual mentoring programs for students with disabilities, support for students from foster homes.
- Movement away from developmental non-credit bearing courses to the Math Emporium Model and co-requisite courses in English composition have resulted in significant improvement in pass rates for these courses (63% to 76% for English and 57% to 71% for Math). These success rates are likely to lead to improved freshman fall to fall persistence and to earning a degree in a more timely manner as these experiences provide students with early success in courses for which they are receiving credit (as compared to the previous model of developmental courses for which no college credit was earned).
- Development of a scientific literacy course to improve retention of students in the STEM fields.
- The addition of internship experiences, which was informed by data suggesting that students value these experiences.
- The Lake campus provides a number of services designed to promote student retention and graduation, such as the tutoring, workshops, and quiet study space provided by the student success center; a full set of career services; it has added additional academic advisors who work with students to develop graduation strategies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Based on the information in the Assurance Argument and confirmed in interviews and other pertinent materials reviewed by the visiting team, Wright State University meets the requirements of Criterion 4. Faculty, staff, and administrators demonstrated an understanding of the importance of setting appropriate goals for student learning, measuring these goals, and using the information to inform programmatic, curricular, and pedagogical improvements. They expressed a renewed appreciation for the importance of wide participation of faculty across campus in the assessment of the university's core learning outcomes and of the assessment of student learning within degree programs. Student Affairs staff recognized their critical role in the promotion of student success. Revisions to the assessment process reflect good practice, with an emphasis on wide involvement across campus and the use of data to inform improvement.

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.

Rating

Met

Evidence

- Despite the Great Recession and the state of higher education public funding in Ohio, WSU's fiscal resources have remained at a level necessary to support its educational programs and operations.
- Over the past several years, Ohio public higher educational institutions have taken a state appropriation budget cut. For WSU, a $20 million or 15% reduction on state resources occurred in 2012 due to state cuts and a performance based state funding formula. State appropriations have remained level since that time, thus requiring WSU to use cash balances. At the end of FY 15, WSU had 98 days cash for expenses ($92 million) in reserves, down significantly from March 2012 when reserves were at $195 million.
- Several indicators point to ongoing financial challenges facing WSU, including: level state funding that is based on a performance model, legislative mandated tuition freezes for undergraduate students, enrollment increases based on international students including Saudi Arabia where oil revenues may mean less support for its students, and at best a level amount of fiscal support for back logged maintenance and repair. Beyond that the recent downgrading of Moody's Investors Service bond rating from A-1 to A-2 Stable will translate to higher debt servicing costs for any future bond issue for new or renovation of existing facilities. Moody's rating downgrade is based upon "Wright State University's continuing poor financial

performance leading to operating deficits and decline in liquid reserves as well as an uncertain impact of a federal investigation" (*Moody's Global Credit Research*, 16 October 2016). On the other hand the Moody's stable outlook for WSU acknowledges that WSU has a sizable cash balance, diverse revenue base, manageable financial leverage, stable to slight enrollment growth, and a manageable expected financial impact of the federal investigation. Moody's A2 rating also indicated that WSU has a future debt capacity of over $60 million in addition to the current debt of over $100 million issued five years ago.

- The WSU Board of Trustees is well aware of the University's financial status and what precipitated the current fiscal situation. The Board is committed to strengthening the institution's financial future including policy development as appropriate and a focus on "cutting expenses." As one board member stated, the path to financial stability in the short run requires a reduction in operational costs, while maintaining focus on the WSU strategic plan. The plan sets priorities on strengthening the institution and serves as a compass for strategic decisions on financial choices.
- Senior management and the Board of Trustees are fully aware of the financial situation and are planning to and already have implemented aggressive expense management strategies, including central approval of hiring for vacant positions and new methods of space management. The University has plans to cut expenses and to review academic program offerings -- plans that indicate efforts to manage financial resources that will allow the institution to accomplish its mission in the future.
- The University is pursuing several strategies to further strengthen its financial position, including growing enrollment and improving graduation rates, implementation of more stringent requirements for approving funding for new projects, and increased financial and contract control procedures. Information in the Assurance Argument indicates that all of these strategies have indicators of future success for the institution to effectively respond to changing circumstances in order to maintain and improve its financial viability.
- Fundraising and a capital campaign offer the University another source of funds to strengthen its financial standing to a sufficient level to fulfill its mission. WSU is nearing the conclusion of its major comprehensive campaign, "Rise. Shine." which is projected to reach 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.
- WSU's physical plant at the Lake Campus is attractive, well-maintained, and appropriate for its mission. A rolling six-year capital plan is integrated with the institutional strategic plan. Guidelines of the Ohio Department of Higher Education and the Governor's Office direct planning, construction, and renovation of campus facilities. Capital projects are funded through a combination of University, State, and donor funds. Recent projects include a new Neuroscience and Engineering Collaboration building, a Student Success Center academic building and guaranteed return Energy Performance Contracts at the Dayton Campus as well as a renovation of the Trenary Laboratory at the Lake Campus. Major projects currently in construction include renovation and expansion of the Creative Arts Center and a campus-wide Classroom Modernization and Maintenance project. The physical plant and the capital planning process ensure that the institution meets its educational mission and can continue to do so.
- Computing and telecommunications Services (CaTS) provides information technology support at both WSU campuses. All core systems and components have a planned replacement cycle, with budget identified in advance to ensure that the institution is using the latest technology to best meet the needs of its students, faculty members, and staff members. CaTS operates and supports 172 on-campus computer labs and classrooms, which appear well-maintained and well attended. CaTS work with the Faculty Senate IT Committee to ensure that information technology meets current and emerging educational needs.
- The Center for Teaching and Learning provides training in pedagogy and technology to faculty

members in order to ensure effective instruction and student success.

- Resource allocation is aligned with the institution's strategic priorities. Factors such as enrollment and state support are closely monitored, and a consultative process of budget building assures that strategic priorities are supported. Review of the last several years of financial reports shows that the majority of expenditures are on instruction and research, academic and institutional support, and scholarships. Funding for new academic program development and growth opportunities is directed by the Provost. WSU was in the process of developing a new Responsibility-Centered Management budget model, which holds the promise of more effectively allocating resources to allow the institution to achieve its mission while empowering academic units to be entrepreneurial and innovative as well as budget conscious. This development is on hold as the institution stabilizes its financial situation.
- Examples of institutional support for access and student success, core components of the University mission, include the Office of Disability Services, the Transfer and Nontraditional Student Center, and the University Center for International Education. WSU has identified six Centers of Excellence (Collaboration, Education, Leadership, and Innovation in the Arts; Knowledge-Enabled Computing; Micro-Air Vehicle Research; the National Center for Medical Readiness; the Neuroscience Institute; and the Ohio Center for Excellence for Product Reliability and Optimization) that recognize areas of academic program strengths and targets for enhanced funding.
- WSU provides a variety of professional development opportunities for its employees to ensure their success. The Office of Human Resources offers a variety of learning and development training opportunities and supervisors have a Manager's Tool Kit to support effective hiring and performance appraisal. The New Employee Orientation Program, which is mandatory for all new employees, provides a variety of information to support faculty and staff members' success. IT training is provided by Atomic Learning and the WINGS Resource Center. The Office of Environmental Health and Safety provides safety training for laboratories and other campus facilitates.
- WSU maintains practices and policies that allow University leaders and area managers to systematically monitor the institution's financial condition. The WINGS Express Finance web site provides tools for monitoring expenditures, and WSU is in the process of implementing a data warehouse and operational data store that will facilitate more effective reporting, as well as dashboards and forecasting. The Office of Budget Planning and Resource Analysis provides a variety of decision support information such as enrollment trends and benchmark results of the National Study of Instructional Cost and Productivity. The Associate Vice President for Financial and Business Operations convenes meetings with budget managers to share information, discuss new initiatives, and share best practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The members of the Board of Trustees are informed about the initiatives and operations of the University at its meetings, retreats, and "Board Committee Days." The Board hears detailed reports and engages in discussion within its committees (Academic Affairs, Student Affairs, Building and Grounds, Finance, and Compliance and Audit). Board meetings are public and include input from administrators, faculty and staff, and students. The Board's actions are documented in its minutes.
- The shared governance process includes the Faculty Senate, the Classified and Unclassified Staff Councils, the Wright State chapter of the American Association of University Professors, and student government, in addition to the Board and administration. 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. Examples of strategic initiatives and action plans that have been developed through this collaboration include the IT Reorganization Plan, Student Success Plan, and the current task force on the Library of the Future. Recent examples of collaborative efforts include dual BA programs in Computer Science and English, Computer Science and Philosophy, and Computer Science and History; a proposed MS program in Emergency Management and Disaster Preparedness; and the center of excellence in Collaborative Education, Leadership, and Innovation in the Arts, an Ohio Center of Excellence. Conversations with constituencies confirmed opportunities for participation in decision making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The Strategic Plan is the basis for operations and has led to innovations such as the Centers of Excellence and opportunities for WSU employees, both staff and faculty, to learn and be supported in their professional and personal growth. The campus master plan, adopted in 2011, has led to renovation and restructuring such as the Student Success Center and RaiderConnect, a one-stop student services shop.
- Information from program reviews, academic data sources, student success reports, and disciplinary accreditations provide feedback about academic programs and the basis for planning and budgeting decisions. Program information is evaluated against a rubric and the results are provided to the Deans, the academic units, and the Provost for use in planning and continuous improvement.
- Planning processes are well informed by the perspectives of shared governance groups, student advisory boards, and community advisory boards. Regional summits, which have been held at the Dayton and Lake Campuses since 2007, provide a means to engage community leaders concerning ways in which Wright State can better serve its communities. WSU's comprehensive campaign, "Rise.Shine," is nearing completion and will soon reach its goal of $150M. Success of the campaign was based upon understanding of the University's mission and priorities on the part of numerous constituencies. 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.
- The Lake Campus dean participates fully in the strategic planning and budget decision-making of the University. He presents annually on the strategic priorities and progress of the Lake campus to the Board of Trustees, Provost, and President. Lake campus faculty and staff members and students participated in the working groups that developed the Strategic Plan, and unique aspects of the regional campuses are represented there.
- Decisions and planning are based upon several sources of evidence such as Enrollment reports

provided by the Office of Institutional Research, regional summits and, external advisory boards. A report on the status of buildings, classrooms, and common spaced has led to the University's capital plans, which have been submitted for state funding. The Ohio Department of Higher Education's funding model serves as a major tool for anticipating revenue.

- Examples of planning anticipating the impact of emerging factors include an increased emphasis on adult students, extending online education offerings, increasing the award of credit for prior learning to returning adults, joint enrollment programs with local community colleges, and increased services for international students, active duty military personnel, and veterans.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- WSU documents performance in operations through its annual report to the Ohio Department of Higher Education's Efficiency Advisory Committee. The reports provide numerous examples of collaborations used to achieve 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. A current capital-related efficiency project involves reduction of energy usage by 35-40%, elimination of over 30 pieces of equipment, savings of $35.8M over 15 years, and decrease deferred maintenance by $8M. Examples of business initiatives and process improvements include electronic purchase orders, using credit card to pay vendors while earning rebates, inter-university collaboration/shared services, business intelligence, business process re-engineering, an electronic travel expense reporting system, and strategic procurement.
- The University demonstrates its ability to apply what has been learned through these systematic and collaborative processes. One example includes negotiating a new contract with a food service provider to improve the quality and diversity of food on campus while providing more revenue to WSU from campus food service operations. Another example is a shared-service enterprise print management solution in collaboration with Central State University and Clark State Community College. A new shared service agreement between WSU, two cities, and the Ohio Department of Transportation will consolidate salt storage on Wright State's Dayton Campus. The new student orientation program was revised to provide more information to students while reducing costs. A new accessible website was designed with more online resources available to serve students with disabilities. A new "Employer Portal" was developed for organizations to post jobs and register for Wright State recruiting events to support and promote experiential learning through internships and career opportunities for graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Based on the information in the Assurance Argument and confirmed in interviews and other pertinent materials reviewed by the visiting team, Wright State University meets the requirements of Criterion 5. The University exhibits high levels of effectiveness in management and planning operations. The institution's strong financial condition reflects careful attention and response to changing fiscal environments and transparency in budget analysis, planning, and implementation. Practices to ensure future resources are numerous, and involve all levels of the University. The University's physical facilities on all campuses are modern, attractive, and well maintained. Several new facilities have been added to the Dayton Campus in recent years and deferred maintenance is addressed appropriately. Shared governance at Wright State is effective and well understood by the Board of Trustees, the administration, and the faculty. Ample policies and procedures appear to be understood and followed. The University has established and follows formal procedures for the maintenance of quality and appropriate rigor in academic programs. The University and units within it have developed formal and detailed strategic planning documents, which are monitored, updated, and measured with specific metrics that have been assigned to responsible departments.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met With Concerns
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met With Concerns
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date
6/30/2017

Report Focus
The report should provide assurance that WSU operates with integrity in all its operations, including its auxiliary functions, and that it follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

More specifically, the report should document:

- The development and implementation of a comprehensive compliance program;
- The establishment of a contracting organization that oversees all contractual relations at the University;
- The appointment of appropriate staff to the Office of General Counsel to ensure that functions are properly performed, particularly but not limited to, the handling of employment for individuals with an immigrant intent;
- The results of a review of affiliated entities and policies related to their operation.

The visiting team expects all changes to be operational by the time that the report is submitted.

The visiting team recognizes that a Federal investigation is ongoing. We cannot anticipate the findings of that investigation, but we find the planned response of the Board and current leadership to the ethical issues subject to Federal investigation to be robust and appropriate. Nonetheless, the Interim Report should also include any resolution of known issues or any new matters that may arise from the investigation.

Further, the team recommends that WSU report to the Commission substantive findings of the investigation and/or agreements with the Federal government related to the on-going investigation as they emerge, as the Commission will need to determine whether the findings imperil WSUs stability, financial or otherwise. Such reporting should be undertaken in addition to the interim report.

Due Date
6/30/2017

Report Focus
WSU has published the "Standard Credit/Instructional Hour Base" document which clearly prescribes a standard class time instructional base of 750 minutes per credit hour per semester. However, the document most clearly applies to face-to-face classes without reference to the complexities of accounting for time devoted to instruction and to out-of-class learning when classes are offered via other modalities.

WSU needs to revise the credit hour policy to ensure that: 1). The instructional base of 750 minutes per credit hour per semester is explicitly defined as the standard, regardless of modality of delivery; and 2). Expectations for time on task for out-of-class work for courses offered in all modalities are clearly defined on a per credit hour basis.

Conclusion

Wright State University has provided ample evidence of its commitment to operate with integrity in all operations. However, recent revelations and an on-going Federal investigation indicate that proper controls are not in place to ensure compliance with the University's high ethical standards. Consequently, the team found evidence that the WSU has not met requirements of Criterion 2, Core Component 2.A. Thus, the visiting team recommends the above-referenced Interim Report. The visiting team found that WSU meets all other Criteria and Core Components. The visiting team also recommends that WSU clarify and expand its credit hour policy.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Pathways Recommendation
Eligible to choose

Federal Compliance Worksheet for
Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

Institution under review: **Wright State University**

Panel Members:
Benjamin Young, Ed. D. and Lydia Thebeau, PhD

Team Findings
The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. ***The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.***

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.

2. Determine whether the institution has a process to review and resolve complaints in a timely manner.

3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.

5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: In addressing the matter of the formal student complaints that fall outside the normal process, Wright State University (WSU) took affirmative action in appointing a University Ombudsperson housed in the President's Office in August 2013. This individual, whose duties and responsibilities, are spelled out on the President's homepage works in a confidential and non-judgmental manner to address formal complaints, provide on-going training and educational opportunities for faculty, staff, and students, and tracks the type and outcome of such complaints. The panel found evidence through an annual report filed by the Ombudsperson summarized the type and number of complaints, detailed how the University uses that information to refine processes, and suggested several improvements in existing services.

    Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.

Audience: Peer Reviewers
Form
© Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800.621.7440
Published: August 2013   Page 2
Version 03 – 2013-08

2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.

3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

    _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

    ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

    ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

    ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Comments: WSU policies and procedures clearly delineate how transfer of academic credit is handled. The Federal Compliance Filing included eight different policies that covered all aspects of transfer of credit from WSU to another institution. Further, the University's website contained pertinent information on the Undergraduate Admissions website about the process WSU students must follow to transfer to WSU credits earned at another regionally accredited higher education institution. The Office of the Registrar is responsible for awarding and posting of transfer credit, including credits earned at U.S. and international institutions. The panel in its examination of transfer policies and related procedures deemed the University operations to be fair and to meet industry standards (AACRAO).

    Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

Audience: Peer Reviewers
Form
© Higher Learning Commission

Process: Federal Compliance Filing
Contact: 800.621.7440
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1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.

2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).

3. Check the appropriate response that reflects the team's conclusions:

   __X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: WSU offers distance education courses, which are categorized as "web only." The Federal Compliance Filing provided an overview of how such courses are tagged and the vetting process that occurs between college/school liaisons and deans, instructors, and department chairs. Since WSU is obligated to report to the Ohio Department of Higher Education distance education courses and their enrollments, the work for this function is coordinated by the offices of Computing and Telecommunication Services, Registrar, and Institutional Research. This follows common practice in higher education. The panel read that the University assigns all students two unique identifiers upon acceptance and registration (campus username and University identification number), both requiring a pass code. These unique identifiers are sent to students via the United States Postal Service. The panel also determined that all students, including those in distance education classes, can freely access course information using their identifiers and, at their choosing, reset their password online. Last, exams in distance education courses are not proctored. The panel strongly suggests that the University consider adding stronger measures to ensure that mailings of unique student identifiers are received by the intended party and that distance education exams are proctored.

   Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- *General Program Requirements. The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*

- *Financial Responsibility Requirements. The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its*

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responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*

- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*

- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*

- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

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2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.

4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).

5. Check the appropriate response that reflects the team's conclusions:

_X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The panel reviewed and accepted WSU's assertion that the Department of Education (Department) has not imposed any limitations, suspensions, or terminations on it Title IV program at this time. The last Title IV program review took place in April 2015. Preliminary findings were issued by the Department in June 2015 with WSU responding to the preliminary program review report in August 2015. At this time WSU is awaiting the Department's Final Program Review Determination. In the interim, WSU has responded to the Department's findings. Before Department auditors left campus, two findings were addressed; seven additional findings have been subsequently remedied. Two findings, one related to establishing last date of attendance and one related to Satisfactory Academic Progress have required substantive policy changes that are making their way through the shared governance process. The visiting team has been assured that those policies will be implemented by Fall 2016. The panel was given the link to current and past A-133 audit reports. Based on a review of the past four reports, there were no Title IV related audit findings. Default rates are within reasonable ranges. WSU participates in private loan programs and provides loan counseling services. Appropriate consumer information is available through the Office of Financial Aid website, which has related links to Student Loans page. Detailed information on campus crime, athletic participation and financial aid, and related disclosures are described in WSU's Federal Compliance Filing. The panel sampled the various websites and found that they contained accurate and useful consumer information (whether prospective student, parent, high school educator, social services advocate, etc.). WSU is a NCAA Division One institution and filed the appropriate reports, that collected and reported on a federal website. Last, the panel reviewed the list of all listed contractual and consortial relationships.

Additional monitoring, if any:

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Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: The panel has confirmed that WSU publishes fair, accurate, and complete information about its academic calendar, admissions policies, tuition and fees, refund policies, and other required disclosure information via its University Catalog (http://www.catalog.wright.edu) and Student Handbook (http://www.wright.edu/student-handbook).

   Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

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___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The panel found that WSU provides, mainly through its "About" page on University's website information that describes its relationship with the Higher Learning Commission and lists all of its educational programs including that one housed at the Lake Campus.   Each specialized accreditation contains a link for additional information.   In addition, the panel examined the sample of advertisements shared by the University in the Federal Compliance Filing which were colorful and reflecting a broad range of racial and gender diversity.

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.

2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

_X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The panel took note of the University's approach to how it examines student outcome data and plans to make use of said data in program review and perhaps in program re-design.   Since 2014, data are collected at the college/school and department levels under the senior leadership of an Assistant Vice President for Educational Effectiveness and Institutional Accreditation. This officer collaborates with the Provost's Office that oversees the University's strategic plan and is responsible for the Campus Completion Committee. A review of the Campus Completion website uncovered student success reports and relevant data with scorecards and lists of committee members.   The panel considers these efforts to be illustrative of an engaged community seeking to enhance student learning, not just graduation, but life-long skill development for its students.

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

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The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.

2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: WSU is in good standing with the Ohio Department of Higher Education. As stated earlier, the panel reviewed the Office of Academic Affairs website that listed all of WSU's educational programs that enjoy a relationship with a specialized accrediting body and found transparency by the institution in sharing this information with its various publics.

   Additional monitoring, if any:

Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.

3. Check the appropriate response that reflects the team's conclusions:

   _X_ the team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

   ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

   ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

   ___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Comments: WSU provided evidence that it met the requirement to provide an opportunity for its various constituencies—internal and external—to comment on the institution's coming reaffirmation visit. WSU used a basic combination of campus emails, community newspaper ads, and student emails. The timing of these notices was appropriate.

   Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:
- Federal Compliance Filing and attached materials
- WSU Accreditation (https://www.wright.edu/about/accreditation)
- WSU Website (https://www.wright.edu)
- WSU Catalog (https://www.catalog.edu)
- WSU Student Handbook (https://www.edu/student-handbook)
- WSU Academic Policies (https://wright.edu/academic-affairs/policies)
- WSU Tuition (https://wright.edu/bursar/tuition-fees)
- WSU Ombudsperson (https://www.wright.edu/about/leadership/ombudsperson)
- WSU Consumer Information (https://www.wright.edu/raider-connect/financial-aid/consumer-information)
- WSU Athletic Report (https://ope.ed.gov/athletics/GetOneInstitutionData.aspx)
- Ohio Board of Higher Education (https://www.ohiohighered.org)
- Undergraduate Academic Policies Related to Assignment of Credit (6)
- Graduate Academic Policies Related to Assignment of Credit (5)

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- WSU Registrar Email Clarifying Institutional Policy and Practice for Awarding Credit Hours Across All teaching Modalities (dated March 9, 2016)

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Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Wright State University

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the *"Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours"* as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

_x__ Yes   ____ No

Comments: All associate's level programs sampled were at least 30 credit hours; all bachelor's level programs sampled were 124 credit hours; all master's level programs sampled were at minimum 30 credit hours. Doctoral level programs were consistent with similar programs at other universities.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

_x__ Yes   ____ No

Comments: Entering undergraduate tuition rates for 2015-2016 are $19,434 (resident) and $27,802 (non-resident). Entering graduate student tuition rates for 2015-2016 are $12,282 (resident) and $23,524 (non-resident). Both in-state and non-resident tuition costs are lower than other state schools in Ohio and neighboring states.

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B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

_____ Yes   _x__ No

Rationale:

Identify the type of Commission monitoring required and the due date: none

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.

2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:

    *   Associate's degrees = 60 hours

    *   Bachelor's degrees = 120 hours

    *   Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree

    *   Note that one quarter hour = .67 semester hour

    *   Any exceptions to this requirement must be explained and justified.

3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.

    *   At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

    *   Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

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- Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.

4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

   - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

   - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.

   - Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

   - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

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7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Programs reviewed: Undergraduate Certificate (English, Women's Studies); Associates (Business Administration, Liberal Studies); Bachelors (Anthropology, Biological Sciences, Communication Studies, English, Dual major in Physics and Math, Middle Childhood Education); Minors (Business, English, History, Music, Religion, Women Gender Sexuality); Graduate Certificates (Anatomy, Healthcare Management, Nursing Education, Sport Management); Masters (Applied Mathematics, Biochemistry and Molecular Biology, Counseling, Leadership Development, Social Work); Education Specialist; Doctorate (Ph.D. in Biomedical Sciences, Ph.D. in Engineering, M.D., DNP).

Courses reviewed: ATH 2500 (online and traditional); ENG 1100 (Honors, traditional, online); ENG 2100 (online, traditional); HIST 1200 (online, traditional, compressed); CS 1000 (online; traditional); CLS 1500 (honors, traditional); EDL 7510 (traditional, compressed); EDS 2900 (online, traditional); EGR 1010 (traditional multiple locations); TH 2140 (traditional, compressed); SW 3800 (traditional); WGS 2000 (traditional, different instructors/semesters); SW 6150 (traditional, compressed); SOC 2000 (traditional multi-location, compressed); RHB 3050 (traditional, compressed); NUR 7105 (traditional, compressed); NUR 3300 (online, traditional); KNH 2620 (traditional; compressed); KNH 2410 (traditional; compressed).

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

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___ Yes   __X__ No

    Comments: WSU has published the "Standard Credit/Instructional Hour Base" document which clearly prescribes a standard class time instructional base of 750 minutes per credit hour per semester. However, the document does not give any reference to credit hour determination for online courses. WSU Office of the Registrar, upon request by the panel, provided an email that directly addressed the issue. While there is no written policy that states specifically that courses offered in any modality enjoy the same credit hour practice. WSU should give consideration to adding language to the existing policy that reflects current practice. The salient point made by WSU regarding this matter is as follows: "Currently, the credit hours for a course are approved by the curriculum committee at the time the course is created. The number of credit hours for that course cannot vary from what is approved, regardless of the mode of instruction."

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

____ Yes   _X__ No

    Comments: The "Standard Credit/Instructional Hour Base" policy specifies that the standard class time instructional base will be 750 minutes per credit hour per semester. No specific mention of expected homework load is articulated in this policy. Additionally, online course offerings are not addressed, and visiting team may want to verify that a minimum expectation is established for online course offerings, as some syllabi reviewed for the same course (ENG 1100 or HIS 1200, for example) in different delivery formats (face-to-face vs. online) did not necessarily align in terms of the instructional time and homework expectations. No standardized mechanism appears to exist for demonstrating the expectations of student work are equivalent in face-to-face vs online courses.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

_x__ Yes   ____ No

    Comments: For courses such as internship, practicum, independent/directed study courses, students are held to a minimum number of hours per week of effort per credit hour. For example: Independent/directed study courses minimum 2.5 hours per week of effort per credit hour on independent research project, thesis research, or dissertation research; graduate research courses no less than 37.5 hours per semester for each credit hour earned; internship/practica courses clinical hours as prescribed by boards or accrediting bodies (i.e., Ohio State Board of Nursing, American Psychological Association).

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

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_x__ Yes   ____ No

    Comments: WSU's credit hour policy is in line with the federal definition of the credit hour.

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

_x__ Yes   ____ No

    Comments: For the syllabi reviewed (see above), most contained course descriptions that reflect appropriate expectations for the credit awarded. Some syllabi were minimally informative and lacked an actual course description or course overview.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

_x__ Yes   ____ No

    Comments: Learning outcomes were not consistently included in all the reviewed syllabi. The majority contained a list of learning outcomes or course objectives, but a surprising number did not include this information (though some syllabi reviewed were for different offerings of the same course, and at least one of these syllabi usually contained course objectives or outcomes). Some at least included a schedule of topics and/or assignments which provided some basis for conveying the content of the course, but this also was not consistent across all syllabi viewed.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

_x__ Yes   ____ No

    Comments: WSU does offer compressed formatted classes in the summer terms. For the syllabi reviewed, particularly when one faculty teaches the course both in the traditional and the compressed format, the syllabi are very consistently aligned. There are some minor variations for sections/formats taught be different faculty, but the overall content and expectations appear to be consistent.

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

_x__ Yes   ____ No

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Comments: As with the syllabi for traditional course offerings, learning outcomes were not consistently included in all the reviewed syllabi. Some at least included a schedule of topics and/or assignments which provided some basis for conveying the content of the course, but this also was not consistent across all syllabi viewed. For the syllabi reviewed, particularly when one faculty teaches the course both in the traditional and the compressed format, the syllabi are very consistently aligned, so if the outcomes were included in the traditional course, they were also specified in the compressed or online course syllabus.

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

_x__ Yes   ____ No

Comments: Yes, University policy generally reflects the federal definition of a credit hour and is consistent with the Carnegie credit definition, though it would be of benefit to ensure that the credit hour policy include language pertaining to online course offerings.

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

_x__ Yes   ____ No

Rationale: WSU has published the "Standard Credit/Instructional Hour Base" document which clearly prescribes a standard class time instructional base of 750 minutes per credit hour per semester. However, the document most clearly applies to face-to-face classes without reference to the complexities of accounting for time devoted to instruction and to out-of-class learning when classes are offered via other modalities.

Identify the type of Commission monitoring required and the due date: WSU needs to revise the credit hour policy to ensure that: 1). The instructional base of 750 minutes per credit hour per semester is explicitly defined as the standard, regardless of modality of delivery; and 2). Expectations for time on task for out-of-class work for courses offered in all modalities are clearly defined on a per credit hour basis. The follow-up report should be submitted by June 30, 2017.

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Audience: Peer Reviewers
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Does the institution offer any degree or certificate programs in clock hours?

_____ Yes   _x__ No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

_____ Yes   _x__ No

If the answer to either question is "Yes," complete this part of the form.

Instructions

This worksheet is _not_ intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

_____ Yes   _____ No

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Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

____ Yes   ____ No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

____ Yes   ____ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

____ Yes   ____ No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

____ Yes   ____ No

Rationale:

Identify the type of Commission monitoring required and the due date:

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Multi-Campus Reviewer Form

Name of Institution: Wright State University

Name/Address of Branch Campus: Lake Campus

Date and Duration of Visit: March 21, 2016 (1 day)

Reviewer(s): William Knight

Campus Overview

The Lake Campus opened in 1969. Its mission statement states that it "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." The campus offers 2 certificate programs, 20 associate degrees, 15 bachelor's degrees, and 1 master's degree plus a variety of general education courses and pre-professional programs for students who intend to transition to the WSU Dayton Campus or transfer to another institution. Instruction is provided through both face-to-face and online formats. Fall 2015 15th day enrollment was 1,172. Development of four-year programs is relatively new, but approximately 85% of students at the Lake Campus are now baccalaureate-seeking (either in degree programs that can be completed entirely at the Lake Campus or in those that require either transition to the Dayton Campus or transfer to another university to complete). Another recent, distinctive feature is the provision of on-campus apartments with a capacity for 60 students.

History, Planning, and Oversight

   Evidentiary Statements:

The Lake Campus is administratively structured as one of WSU's academic colleges, with its dean reporting to the Provost and its faculty members holding their appointments at the lake Campus. Lake Campus Bylaws guide the faculty governance within the campus/college and organize faculty members 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. 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 members have all the rights and responsibilities as outlined in the University Faculty Constitution

The Lake campus has its own budget (8.9M 2014-2015) that is used to support its mission. The campus is budgeted separately from the Dayton Campus and retains its own student fees and state support, although it pays a general service fee to the Dayton Camus to cover various support services. Budget development and monitoring takes place at the campus level, with approval and oversight following the same process as the Dayton Campus. Discussions with faculty and staff members confirm both adequacy of financial resources and the opportunity to participate in resource planning. Points of discussion with the Dayton campus include the need for capital planning and allocation to support the need for more space (for classrooms, laboratories, offices, student study and social areas) as well as the need to possibly lower the relatively high general service fee.

The Lake campus has thee shared governance groups: Lake Campus Student Government, College Faculty Organization, and Advisory Board. Interactions with faculty and staff members, students, and community advisory board members confirms that decision making processes are highly collaborative.

Judgment of reviewer(s**) (check one)**:

X The evidence indicates that the institution fulfills the expectations of the category.

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

Facilities and Technology

Evidentiary Statements:

The campus includes four academic/administrative buildings and two residential buildings. Students also receive a free membership to the Auglaize-Mercer Counties YMCA, which is immediately proximate to campus and serves as home of the Lake Campus Lakers athletic events. The newest academic building was added in 2009. Two residential buildings were added in 2011 and 2014, which have the capacity to house approximately 60 students. Facilities planning is an ongoing and collaborative process.

A tour of facilities and discussions with faculty and staff members and students confirmed that the classrooms, laboratories, offices, common spaces, and grounds are functional, attractive, safe, and conducive to learning and working. Inexpensive and ample parking, bookstore services, security services, facilities access for persons with disabilities, and food services are in place and functioning effectively. This indicates that the campus has the appropriate learning environment that allows it to meet its mission.

There is wireless Internet access throughout the campus and large numbers of computers are available in classrooms, labs, and offices. All faculty, staff, and student desktop computers are on a five-year renewal schedule, and all laptops are on a four-year renewal schedule. Dedicated staff members provide technology support. Classrooms and labs have appropriate instructional technology. Faculty and staff members and students confirm that information technology resources are adequate to meet academic and administrative needs.

Judgment of reviewer(s) **(check one)**:

X The evidence indicates that the institution fulfills the expectations of the category.

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

Human Resources

Evidentiary Statements:

There are 34 full-time and 55 part-time faculty members, 9 administrators, and a total of 45 professional and support staff members employed at the Lake Campus. Faculty appointments follow a process of faculty consultation and approval that is similar to faculty members at the Dayton campus; all appointments are approved by the Campus Dean, and Provost.

Recruitment plans, advertisements, the applicant data collection process, and the selection process are coordinated by the Office of Human Resources as well as the Office of Equity and Inclusion to ensure consistency, clarity, fairness, and alignment with University priorities. The Wright State University chapter of the American Association of University Professors acts as the collective bargaining agent for all faculty members on both the Dayton and Lake Campuses.

The process for evaluation, promotion, and tenure are well-documented, appropriately reflect the mission and circumstances of the Lake campus, and are in concert with the AAUP collective bargaining agreement. All full-time faculty members hold master's degrees or higher; this was confirmed by the Team's review of the listing of faculty credentials. Numerous professional development opportunities are

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available to both faculty and staff members. Interactions of the Team with faculty and staff members and students confirm the sufficiency of faculty and staff and the appropriateness of their qualifications in order to allow the campus to adequately provide its educational programs.

Judgment of reviewer(s) **(check one)**:

X The evidence indicates that the institution fulfills the expectations of the category.

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

Student and Faculty Resources and Support

Evidentiary Statements:

Students have access to a large number of academic support services such as admissions, academic advising, athletics, diversity awareness, enrollment services, event services, health and wellness, housing, police, student conduct, student organizations, veterans affairs, Barnes & Noble bookstore, the Office of Disability Services, computing, mental health/counseling services, dining Services, fitness membership (YMCA), the Learning Center, the Student Success Center, student employment, the internship/co-Op program, and multicultural 0pportunities. Specific services for students planning to transition to the Dayton campus are provided. Interactions of Team members with students and the results of the HLC student survey indicate that students are satisfied with resources and support provided on campus and with attention given to their concerns.

Faculty members indicated to the team that they are satisfied with the availability and quality of resources necessary for them to carry out their responsibilities in teaching, research, and service, including classrooms, classroom technology, laboratories, libraries, support for enhancement of teaching strategies, internal grant opportunities and support for gaining and managing external grants, and support for outreach and community engagement. Resources, facilities, and support allow the campus to meet the requirements of its mission.

Judgment of reviewer(s) **(check one)**:

X The evidence indicates that the institution fulfills the expectations of the category.

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

Educational Programs and Instructional Oversight

Evidentiary Statements:

What is the process for program and course approval? How is it different than at the Dayton campus?

The Lake Campus participates in the University's academic program review process, which is overseen by the Assurance of Learning Committee. The review process focuses upon course and program quality, and relevancy, student learning and success, and, if appropriate, fulfilling the mandates of professional accreditation. The results of student learning assessment and program review affect the academic planning and budgeting process.

The University also ensures that the quality and learning goals of academic programs are consistent across all modes of delivery and all locations. The regional campuses leadership ensures that online and hybrid offerings are in compliance with Quality Matters standards. Team discussions with faculty members and students verified that sufficient courses and faculty members are available to meet program requirements and to respond to student concerns. Educational programs and instructional oversight are adequate for the campus to meet its mission.

Judgment of reviewer(s**) (check one)**:

X The evidence indicates that the institution fulfills the expectations of the category.

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

Evaluation and Assessment

Evidentiary Statements

All Lake Campus degree and certificate programs have developed plans for assessing student learning outcomes and created reports summarizing the data collected and the plans for improvement based upon assessment findings. Assessment of student learning outcomes reflects good practice and allows the campus to have assurance about the quality of student learning.

The Lake campus provides a number of services designed to promote student retention and graduation, such as the tutoring, workshops, and quiet study space provided by the student success center; a full set of career services; adding additional academic advisors who work with students to develop graduation strategies; and, Lake Campus representation on University Advising Council. Specific services for students planning to transition to the Dayton campus include continuation disability services, classroom instruction and individual sessions by the library to support transition students; Transition Advising Day; and services provided by the Transfer Center at the Dayton Campus.

Judgment of reviewer(s) **(check one):**

X **The evidence indicates that the institution fulfills the expectations of the category.**

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements

The University's financial health (including that of the Lake campus) is monitored through preparation of annual audited financial statements coordinated with external auditors by the controller's office. Financial planning and oversight are appropriate to ensure the campus' long-term viability.

Examples of continuous improvement efforts at the Lake campus include the Lake campus capital campaign; and plans for an Advanced Manufacturing & Robotics Teaching Center of Excellence; a new Connector Building that will provide classrooms, a new library and media center, the Business Enterprise Center, career services, a food science lab, a nursing simulation lab, and a theatre-style meeting room for student/faculty/community presentations; an Agriculture Education and Water Quality Center, and an Athletics/Recreation Complex. These plans provide evidence f the Lake campus's ability to plan effectively in response to changing needs of students and the community.

Judgment of reviewer(s) **(check one):**

X **The evidence indicates that the institution fulfills the expectations of the category.**

☐ **The evidence indicates that there are concerns related to the expectations of the category.**

STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Wright State University OH

TYPE OF REVIEW*:* Comprehensive Evaluation

DESCRIPTION OF REVIEW: Multi-campus visit to occur in conjunction with comprehensive evaluation to Lake Campus, 7600 State Route 703, Celina, OH 45822. Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 03/21/2016 - 03/22/2016

☐   No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Bachelors, Doctors, Masters, Specialist, Certificate

RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
International degree delivery sites are limited to the H. Lavity Stout Community College in Tortola, BVI, and, in Shanghai, Beijing and Dalian in the People's Republic of China, and in India. Degree programs delivered in Tortola, BVI are limited to the Master of Business Administration and the Bachelor of Science in Business degree completion program; in Shanghai and Beijing to the Master of Business Administration – Executive Format; in India, to the Master of Business Administration Executive Format, and Master of Science in Human Factors Engineering.

RECOMMENDATION: no change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: no change

ACCREDITATION ACTIVITIES:

Multi Campus Visits, Multi Campus Visit: 2015 - 2016

RECOMMENDATION:
- **Interim Report due June 30, 2017 on integrity in all operations, including auxiliary functions and development of a compliance program and establishment of a contracting organization. Institution must report findings/agreements of the ongoing Federal investigation as they emerge.**

- **Interim Report due June 30, 2017 documenting a credit hour policy that addresses all instructional modalities.**

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026

Higher Learning Commission
A commission of the North Central Association

ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1611 Wright State University OH

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Multi-campus visit to occur in conjunction with comprehensive evaluation to Lake Campus, 7600 State Route 703, Celina, OH 45822. Comprehensive evaluation includes a federal compliance panel.

☒   No change to Organization Profile

Educational Programs

Programs leading to Undergraduate	Program Distribution
Associates	13
Bachelors	102
Programs leading to Graduate	
Doctors	10
Masters	69
Specialist	12
Certificate programs	
Certificate	55

Recommended Change: no change

Off-Campus Activities:
In State - Present Activity
Campuses:
Lake Campus - Celina, OH

Additional Locations:
The Duke E. Ellis Human Development Institute - Dayton, OH
Miami University - Oxford, OH

Recommended Change: no change

Out Of State - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change: no change

Out of USA - <u>Present Activity</u>
Campuses: None.

Additional Locations: None.

Recommended Change: no change

Distance Education Programs:
<u>Present Offerings:</u>
Bachelor 51.3801 Registered Nursing/Registered Nurse RN-BSN Degree Completion Internet

Master 42.2803 Counseling Psychology Master of Rehabilitation Counseling Internet

Master 13.0401 Educational Leadership and Administration, General Master in Education - Teacher Leader Internet

Master 52.1201 Management Information Systems, General Master of Information Systems Internet

Master 51.3805 Family Practice Nurse/Nursing MSN Family Nurse Practitioner Internet

Master 14.1301 Engineering Science M.S. in Human Factors Engineering Internet

Master 52.0203 Logistics, Materials, and Supply Chain Management M.S. in Logistics and Supply Chain Management Internet

Certificate 51.3817 Nursing Education Nursing Education Internet

Certificate 51.3809 Pediatric Nurse/Nursing School Nurse Internet

Certificate 51.3809 Pediatric Nurse/Nursing Acute care PNP Internet

Doctor 51.3808 Nursing Science Doctor of Nursing Practice Internet

Master 40.0601 Geology/Earth Science, General MST Earth Science Internet

Master 52.0101 Business/Commerce, General MBA Internet

Master 14.0901 Computer Engineering, General MS Cyber Security Internet

Certificate 13.0501 Educational/Instructional Technology CERT Instructional Design of Online

Learning Internet

Certificate 14.0901 Computer Engineering, General CERT Cyber Security Analytics Internet

Master 13.0404 Educational, Instructional, and Curriculum Supervision M.Ed Educational Leadership-Principalship Internet

Specialist 13.9999 Education, Other Ed.S. Educational Leadership-Superintendent Internet

Specialist 13.9999 Education, Other Ed.S Curriculum & Instruction Professional Development (CIPD) Internet

Certificate 51.3805 Family Practice Nurse/Nursing CERT Primary Care PNP Internet

Specialist 13.9999 Education, Other Ed.S Educational Leadership - Superintendent Internet

Certificate 51.3805 Family Practice Nurse/Nursing Cert- Primary Care PNP Internet

Master 13.0409 Secondary School Administration/Principalship Educational Leadership - Principalship Internet

Specialist 13.9999 Education, Other Ed,S Curriculum & Instruction - Professional Development Internet

Certificate 51.3809 Pediatric Nurse/Nursing Cert-Pediatric CNS Internet

Recommended Change: no change

Correspondence Education Programs:
Present Offerings:
None.

Recommended Change: no change

Contractual Relationships:
Present Offerings:
Master 14.01 Engineering, General Master - 14.01 Engineering, General (Master of Science in Engineering)

Recommended Change: no change

Consortial Relationships:
Present Offerings:
Doctor 14.01 Engineering, General Doctor - 14.01 Engineering, General (PhD in Engineering)

Doctor 51.3808 Nursing Science Doctor - 51.3808 Nursing Science (Doctor of Nursing Practice)

ORGANIZATIONAL PROFILE WORKSHEET

Master 14.01 Engineering, General Master - 14.01 Engineering, General (Master's in Engineering)

Recommended Change: no change