Institutional Strategic Plan

2016-2021

Institutional History

The Chillicothe campus of Ohio University was founded in 1946 as the first regional campus in the State of Ohio. The branch campus opened by offering evening classes in the old Chillicothe High School and serving 281 students. During this time, the campus met an important educational need for returning veterans of World War II, as two thirds of the students who attended Ohio University Chillicothe (OUC) were veterans of the Second World War. The campus’ mission at its opening, and as it stands today, was to provide educational opportunities to a defined region of South Central Ohio. Many of the students the campus serves are first generation college students. The campus also provided, and continues to do so, educational opportunities to “nontraditional” college students who are working and/or raising a family.

In 1960, OUC began offering daytime classes in the First Presbyterian Church in Chillicothe and became the first regional campus in the state to offer complete daytime academic programs with 83 students being enrolled. During this era, the Ohio University administration also began exploring the possibility of creating a permanent location for the OUC campus. In 1961, two plots of land from the H. E. Grady estate on Carlisle Hill in Chillicothe totaling about 80 acres were turned over to Ohio University for the creation of a permanent campus for OUC. In June of 1964, the Ohio House of Representatives approved an appropriation to build the first building, Bennett Hall, on the OUC campus. Bennett Hall opened for classes in the fall of 1966 to 750 OUC students.

Currently the campus maintains five academic buildings on its Carlisle Hill campus and serves a student population of slightly greater than 2300. The campus employs 50 permanent faculty and 37 staff members and offers 24 academic programs which result in either an associates or baccalaureate degree.

Mission

The mission of the Ohio University Chillicothe campus is to provide educational and cultural opportunities for all Ohioans in the South-Central Ohio geographic region. Courses offered on the OUC campus provide students with a solid educational foundation and college experience that allows them to relocate successfully to the main Ohio University Athens Campus or transfer to another 4-year institution of higher learning to finish their degree. In addition, OUC offers
academic programs resulting in associates or baccalaureate degrees in disciplines which align with employment opportunities in its service region.

Vision

Ohio University Chillicothe will continue to offer educational opportunities and a quality college experience to students in its service region which will prepare them to relocate successfully to the Athens campus or transfer to another 4-year institution to finish their degree. OUC will also continue its mission to offer quality associates and baccalaureate degrees in disciplines which align with student demand and employment opportunities in the South-Central Ohio region. The Chillicothe campus will maintain flexibility in these degree offerings in order to respond to changes in student interest and employment needs within its service region. Finally, OUC will continue to share its resources and provide cultural opportunities to the Chillicothe community towards the goal of enhancing the quality of life and economic development in its service region.

Institutional Strategic Plan

The following is an institutional strategic plan for the Ohio University Chillicothe regional campus. This plan outlines the campus initiatives, strategies and describes the dedication of resources, financial, facility and personnel, to accomplish the mission and vision of the institution for the next five years.

The success of OUC over the past 70 years has been largely due to the institution’s flexibility and willingness to change in order to continue to provide the desired and needed educational opportunities to students within its service region. As a result, this plan is expected to be a fluid document, revisited and discussed by the campus constituencies on a regular basis. The goals, objectives and initiatives described below represent the current strategic objectives of the Chillicothe campus in order to continue to accomplish its mission and fulfill the vision of the campus for the immediate future.

Supporting diversity within the OUC faculty, staff and student populations; tolerating and respecting different points of view which accompanies a diverse campus community, remains a priority as the institution moves forward with the following strategic plan as a guide. Diversity takes on a multifaceted definition on the OUC campus and includes one’s racial, ethnic, gender, political and sexual orientation. OUC will continue to use its hiring and recruitment practices as well as the variety of its academic offerings to support the advancement of a diverse campus community.

The plan is organized in three areas, Academic Priorities, Facilities and Information Technology and Communications and Marketing.
I. Academic Priorities

A. Support and Growth of Existing Academic Programs

The lifeblood of any educational institution is its academic programs. These programs support the campus financially and allow the institution to fulfill its educational mission. OUC currently offers 24 academic degree programs which result in the completion of either an associates or baccalaureate degree. The institution places a great deal of value on each of these programs, however some programs in the campus curriculum have recently experienced significant growth or potential for growth and are in need of additional campus resources to maintain this growth and insure quality. The campus feels the academic programs described below also strongly align with employment opportunities within the OUC service area and as a result require special attention and the addition of resources to support their development into the future.

1. Bachelor of Science in Nursing (BSN)

The OUC Nursing program received approval in 2012 from the Ohio Board of Nursing to begin offering the BSN program in both traditional and an accelerated format. The Ohio University School of Nursing also received a Health Resources and Services Administration (HRSA) grant in 2011 to support the offering of the BSN in an accelerated format on some of the regional campuses, including OUC. The OUC Nursing program was the first Ohio University regional campus to offer the accelerated program beginning in the Fall Semester 2013 to a cohort of 23 students. OUC began offering the BSN in a traditional format to a class of 24 students beginning in the fall of 2013. To date, OUC has graduated two BSN classes from the accelerated program and the first 4 year tradition class graduated from the campus in the spring of 2015.

The academic programs in nursing continue to be signature programs of the OUC campus. Roughly one third of the student population of OUC for the past several years have been interested in entering one of the campus’ nursing programs. The addition of the BSN programs to the campus curriculum in 2013 resulted in resource needs at both the personnel and facilities levels. The partnership forged in 2014 between OUC and the Adena Health System to use the PACCAR Medical Education Facility for instruction of the majority of the nursing courses required of the BSN program has addressed many of the facility needs of adding the BSN program to the campus curriculum offerings.

While there has been recent stability within the nursing director position as well as nursing faculty and office staff personnel, two temporary (Group IV) faculty positions currently exist in the nursing faculty ranks. Replacing these positions with group II positions is a staffing priority for the OUC campus and the nursing program. Another academic priority for the nursing program will be to address the sub-par nursing board pass rates of students completing the 2-year associate degree (ADN) program in nursing. Strategies will be developed to strengthen the admission process into the ADN nursing programs to accept higher quality students and strengthen the nursing curriculum, assessment and the delivery of the curriculum within the associate degree program to better prepare students for achieving a passing score on the nursing board examinations (NCLEX).
The strategies described below will be utilized to address the personnel, curriculum restructuring and facilities needs to improve and insure quality and support for the nursing programs offered on the campus.

a) Faculty/Staff Additions

- Conversion of (2) group IV positions to group II

b) Curriculum improvements in the Associate Degree of Nursing program

- Implement initiatives submitted to the Ohio Board of Nursing for improvements in the ADN NCLEX examination scores.
  - Strengthen curriculum and curriculum delivery in the ADN program.
  - Implementation of faculty lead Supplemental Instruction.
  - Institute faculty development initiatives related to teaching development and NCLEX style exam development. Nurse Tim and Elsevier sponsored workshops.
  - Integrate full time (Group I, II & IV) faculty more into the skills labs and clinical components of the program.
  - Use a bridge approach to integrate the LPN to RN program with the 2 year ADN program.
  - Provide students with HESI and HURST live reviews during their capstone semester.
  - Be more selective in ADN admission to accept higher quality students in the program.
  - Implement HESI prep courses.

c) Facilities Issues

- Equipment Upgrades in the Bennett Hall Nursing Skills Laboratory using one time only funding.

2. Bachelor of Science in Social Work

OUC began offering the Bachelor of Science in Social Work (BSW) degree in the fall semester 2012. Since 2012, the program has grown significantly with 58 students graduating from the program during the last three academic years. In 2014, the Ohio University Regional Higher Education system developed a 2+2 program which allowed students who were completing an associates’ degree in Human Services Technology (HST), a regional campus academic program, to continue their counseling education by completing the social work degree. Since the program began on the campus in 2012, two permanent Social Work faculty have been added to the OUC faculty ranks (one group I and one group II) and several group III adjunct faculty who have significant practical experience in the Social Work discipline are used to instruct Social Work courses on a regular basis. In addition, field placement sites have been added (13 sites have been added in the past 2 years) to provide OUC students quality out of classroom practical
experiences before graduation and these sites continue to grow (at a rate of 2-3 each year) as the program increases in enrollment. The past few years has seen the establishment of a campus infrastructure to support the growing Social Work program and the campus is now poised to continue to grow the program by developing partnerships with other institutions in offering the BSW program. OUC also looks to partner with the main Athens campus in offering a Masters of Social Work (MSW) program on the Chillicothe campus.

Strategies to support and grow the Social Work Program:

a) Continue to grow the campus infrastructure of the Social Work program

- Continue to grow Social Work Field Placement Opportunities-The current group II faculty member will continue to make contacts with area agencies to grow the number of field placement opportunities for OUC Social Work students in order to serve the growing population of students majoring in the Social Work degree.

- Explore opportunities for Continuing Education in the Social Work discipline to support career advancement of students in the region who have earned a BSW.

b) Develop partnerships with area institutions to offer the BSW and explore possibilities to offer the MSW degree program

- As the campus has developed an infrastructure to support growth of the Social Work program, OUC will look to expand the service area of the program by developing 2+2 agreements with area universities/colleges such as Ohio Christian University, Hocking College and Southern State Community College.

- Work with the main Athens campus or another institution to offer an MSW program on the OUC campus. Such a program would allow graduates of the OUC BSW program and other area Social Workers to further advance their career options by earning a MSW degree.

3. Bachelor completion degrees in Applied Management (BSAM), Technical and Applied Studies (BTAS) and the Technology and Business Development Center

The OUC campus began offering the BSAM degree in the fall of 2013 when the university made the switch to a semester calendar. BSAM serves as a bachelor’s completion program for students interested in completing a degree in a business/management related field. The BSAM degree can currently be completed in face to face or blended/online formats in order to serve an expanded population of students with varying needs and learning styles. The BTAS degree program began a few years earlier while Ohio University followed a quarter calendar, and completion of the BTAS degree emphasizes the development of research and leadership skills. Like BSAM, BTAS can also be completed in alternate formats.
In 2015, OUC entered into a partnership with the Adena Health System of Chillicothe to offer the BTAS degree program in a co-hort format to health system employees at the PACCAR Medical Education Center located on the Adena campus. The employees who enter the program have completed some college courses or have associate degrees and are seeking a bachelor’s degree to help their career advancement in the system, particularly in management and leadership roles. A specialized curriculum which emphasizes the development of management and leadership skills specific to the health care industry was designed for the co-hort in completion of the BTAS degree. This partnership has been highly successful and because of this success, OUC will explore entering into similar partnerships with area businesses, industries and other employers to offer bachelors completion degrees in specialized co-horts for their employees.

The opening of the Technology and Business Development Center on the OUC campus in February of 2012 has also positioned the campus to expand its business/management curriculum into business development and entrepreneurship courses. The campus plans to extend its partnership with the Chillicothe Chamber of Commerce and the OSU South Center to offer workshops in business development and entrepreneurship.

Strategies to support and grow the two bachelor’s completion programs (BSAM and BTAS), business development and entrepreneurship academic programming include:

a) Expand the partnership with the Chillicothe Chamber of Commerce and the OSU South Center to offer workshops and other academic programming (speakers, webinars etc.) related to business development and entrepreneurship.

b) Curriculum Expansion:
   • Explore the feasibility of expanding the BSAM degree by offering a weekend Friday/Saturday cohort program on the OUC campus.
   • Explore the possibility of offering bachelor’s completion degrees (BSAM, BTAS or Criminal Justice) in specialized co-horts (like the Adena Health System partnership) to employees in area businesses, industries or other organizations (example Ohio Corrections Institutes).

c) Create an advisory group to support and inform programming for the Technology and Business Development Center

4. Faculty and Staff Support for Existing Academic Programs and General Education Offerings

The university staff reduction buyout program in 2010-11 and changes in retirement eligibility requirements implemented by the State Teacher Retirement System (STRS), which became effective in 2015, resulted in a number of resignations and retirements by campus faculty and staff. The campus has made significant strides over the past four years in replenishing these workforce needs, however additional staffing needs continue to be identified through the efforts of the campus Personnel/Staffing Committee and the strategic planning process to support the curriculum of existing and planned new academic programs offered on the campus; as well as
the support of general education offerings. The following positions will be requested during this strategic planning period to support these needs.

a) Faculty

- Mathematics/Coordinator of Math Center– Group II (search planned for the 2016-17 academic year)
- Two, Nursing-Group II positions (search planned for one position during the 2016-17 academic year)
- Communication Studies/Theater – Group II
- Psychology – Group I/II
- Geography – Group II (Possible position shared with the Lancaster Campus)

b) Staff

- Facilities/Information Technology Video/Audio Specialist (search planned for 2016-17 academic year)
- Chemistry/Biology Laboratory Coordinator
- College Credit Plus recruiter/advisor

5. Continuing Education/Workforce Development

For several years, OUC has maintained a robust and active Continuing Education/Workforce development program which on average brings in $80-100,000 in revenue to the campus each year. The slowing of the national economy in 2008-10 had taken its toll on the program, since many area businesses significantly reduced or eliminated budgets for continuing education.

Since the economy has begun to rebound in recent years, continuing education activities on the campus are on the rise, and additional opportunities for the campus to take advantage of are expected to increase. OUC will continue to make a significant commitment to increase its presence within the region as a resource for continuing education and workforce development.

The OUC campus will continue to explore opportunities to increase its presence in continuing education and workforce development in the following fields as well as any additional opportunities which fit the mission of the institution.

- Business Certification
- Leadership/Management
- Education
- Environmental Technology/Hazardous Materials
- Emergency/Disaster Response
- Community Interests

B. Development of new academic programs
The past success of the Chillicothe campus has been largely due to its ability to offer quality academic programs, but also maintain flexibility in program offerings and be capable to adjust to student interest and employment opportunities within its service region. OUC currently uses a three-pronged approach in deciding what academic programs to offer/support on the campus:

1) Is there student demand for the program?
2) Are there employment/career opportunities for graduates of the program in the service region?
3) Does the academic program fit with the mission of the institution?

Using the criteria stated above, the campus will pursue development and offering the following new academic programs during this strategic planning period:

1. Certified Nursing Assistant

As mentioned previously, the nursing degree programs at OUC are two of the signature degree programs offered on the campus. On average, 1/3 of the degree seeking student population on the OUC campus are either in one of the nursing programs or are completing the pre-nursing curriculum in order to apply for admission into one of the programs.

In reality, because of the rigorous academic expectations, less than 50% percent of the students who enter the pre-nursing curriculum are accepted into one of the campus’ nursing programs. Many of the students who are not accepted continue to have a desire to enter the health care field in a patient care capacity. The addition of a nursing assistant program, in which students could become certified in the field, would serve these students well in helping them enter the health care field in patient care. Coupling the nursing assistant curriculum with additional courses to allow the students to earn an Associate in Science degree from the university, would also benefit these students with regards to future advancement in the health care field and fits within the OUC academic mission of providing degree completion opportunities for its students.

OUC will explore options to create a curriculum to prepare students to pursue a certification as a Nursing Assistant and couple this curriculum to the completion of the Associate in Science degree.

2. Medical Assisting Technology Associate Degree

Medical Assisting is an emerging discipline within the healthcare field. US News and World Report (http://money.usnews.com/careers/best-jobs/medical-assistant) lists Medical Assistants as one of the top growing careers in the health care industry. Adena Health System, the largest employer in the Chillicothe area, has informed the campus that there is a possibility of hiring up to 15 Medical Assistant graduates each year with training that includes general, administrative and clinical medical assisting skills.

Medical Assisting Technology (MAT) is an approved degree program for Ohio University and at present, Ohio University Lancaster (OU-L) is the only Ohio University
campus which offers the accredited associates degree program in MAT. Currently, OUC offers the support courses in Biological Sciences, Psychology, Communication Studies, Office Technology and Computer Technology required for the degree. The required MAT courses could be offered on the Chillicothe campus with qualified adjunct faculty or by hiring a group I/II faculty member with expertise in Medical Assisting. Another alternative would be to share a group I/II faculty member with the OU-L campus to offer the MAT degree program on both campuses. This individual would also serve as the MAT Program Coordinator.

Like the Nursing Assistant program, the MAT degree could also serve as a program/degree option for Prenursing students on the campus who were not accepted in a Nursing degree program but wish to pursue a healthcare career in a different capacity.

Strategy to offer the MAT degree on the OUC campus:

- Continue conversations with Adena Health System personnel to define the medical assisting skill set required for medical assisting employability in the region.
- Explore the possibility (resources/facilities needed) of offering the MAT degree on the Chillicothe campus.
- Work with the MAT Program Coordinator from OUL to expand the MAT to the Chillicothe campus and develop an adjunct faculty pool or utilize OULN to offer the MAT courses required for the degree.
- Explore the possibility of investing in a group I/II faculty hire on the OUC campus to support offering the MAT degree.
- Seek certification/accreditation for the OUC MAT program

3. Psychology Degree

Twenty nine OUC students have graduated from the campus during the past five years with Psychology as a major. The popularity of this major is surprising considering the fact that Psychology is currently not advertised as a degree offered on the OUC campus. However, as the number of Social Work majors on the OUC campus continues to grow, it is anticipated that many of the Social Work majors will declare Psychology as a second major. Psychology courses are currently offered by one group I, two group II and several adjunct faculty members.

- Plans are to support the curriculum offerings of the Psychology degree by adding an additional group I and/or group II faculty member. This additional faculty member will also support curriculum offerings in Social Work, Nursing and
Human Services Technology, as Psychology courses are required in the curriculums of these programs.

- Gain approval from the Department of Psychology on the Athens campus to begin advertising offering the Psychology degree program on the OUC campus.

4. Bachelors of Art (BA) in Art

The OUC campus for many years has had significant student demand for art courses and student interest in obtaining a liberal arts degree in the fine arts area. During the past 5 years, a total of 12 students have graduated from the campus was a BA in Art, despite the fact that the degree has not been advertised. The art curriculum on the campus is currently offered by a group II faculty member, who also serves as the curator of the two campus art galleries, 2 group I early retired (1/3 option) faculty and 1-2 adjunct faculty hired each semester during the academic year. The facilities of the campus are also excellent to offer both studio and graphic arts courses.

The campus has the student demand, facilities and the faculty to continue to offer a quality BA in Art program. The strategies to gain official approval to offer and advertise the program are described below:

- Work with the School of Art on the Athens campus to gain official approval to offer the BA in Art degree.
- Develop recruitment materials to advertise the BA in Art degree on the Chillicothe campus.

5. History Degree

Like the BA in Art, there has been significant student demand over the years for the campus to offer a baccalaureate degree in History. Many students interested in gaining admission to law school choose History as a major. For the past several years many of the other OU regional campuses offer history as a major by coordinating course offerings on each campus thereby collectively offering the curriculum to complete the history degree. Students complete the curriculum by a combination of face to face, courses offered through OULN and in on line and blended formats. In 2014 OUC hired a group I faculty member as a retirement replacement to offer history courses on the campus. This faculty member has been working with other RHE history faculty to offer a sequence of courses on the OUC campus to allow students to complete the BA in History degree. Recruitment material will be prepared to advertise that the History degree can be obtained on the OUC campus.

6. Adolescent and Young Adult (AYA) Education Degree in STEM Disciplines
The OUC campus currently supports quality academic programs in the education discipline with degrees offered in Child Development (AAS), Early Childhood Education (BS) and Middle Childhood Education (BS). During this strategic planning period the campus will expand its academic programming into adolescent and young adult (AYA) education. Offering of the AYA education degree requires adequate faculty support in the discipline area (i.e. Math, Science, Social Studies, Arts, etc.). OUC currently has strong faculty support in the Mathematics, Biological Sciences and Chemistry disciplines largely due to the nursing degree offerings. In addition, the campus has recently hired a group II faculty member in the Physics/Physical Science/Astronomy area. It should also be noted that a faculty member hired in the Biological Sciences discipline formerly worked as a high school science teacher and it’s expected that she would gain clearance to teach science methods classes in the proposed AYA degree.

Finally, there is no surprise in the nationwide shortage for teachers to teach in the math and science disciplines in high schools. The expected increase in retirements of teachers in Ohio schools districts due to the 2015 implemented changes in the eligibility requirements to receive STRS benefits is likely to add to this shortage. It is therefore expected that there will be significant career opportunities for graduates of an AYA program in the STEM areas.

Strategies:

- Work with the Patton College of Education to explore the possibilities of offering AYA degrees on the OUC campus in Mathematics and/or Sciences disciplines.
- Explore the possibility of hiring a group I/II faculty member to coordinate and teach in the AYA program

C. Academic Support Strategic Initiatives

Ohio University Chillicothe has traditionally provided resources in the form of campus facilities and academic support personnel, and has offered a number of programs to encourage and support the academic success of its students. These on-campus facilities to support student learning include the Quinn Library, Learning Commons area, Academic Success Center (Math and Writing Centers), the campus Testing Center, Veterans Support Office and the Hilltopper Advising Center. Academic support programs implemented by the campus over the years to help insure student success have also included one on one tutoring through the campus’ Math and Writing Centers and the Supplemental Instruction program that was implemented in 2012. The Hilltopper Advising Center has also served as a central hub for academic advising but also career counseling activities and arrangement of student internships.

OUC is committed to continuing academic support programming for the benefit of our students and insuring their future success. Strategic academic support initiatives for the campus include
expanding many of these programs as well as completing the staffing plans of these units so they will have the required personnel to adequately serve the campus for the future.

1. Academic and Career Advising

Around one third of incoming freshman who attend classes at OUC are undecided in their academic major. There is overwhelming evidence that has demonstrated that these students because they lack an “academic home” are at significant risk of withdrawing from college before completion of their degree. There is also overwhelming evidence which suggests extensive academic and career advising and encouragement is critical in retaining both undecided and students who have selected an academic major of study. In addition, helping the undecided students select a major of study as soon as possible has been demonstrated to have a positive effect on student retention and more importantly student success.

The Hilltopper Advising Center plays a critical role in the professional advising services offered by the Chillicothe campus. The professional advisers of the center advise all of the undecided students on the campus and work towards helping these students select an academic major of study. The personnel housed in the center also play a significant role in career counseling and providing advice to students to help them adjust to college life/expectations, finish their programs of study/degrees in a timely manner and enhance their time management and study skills. The center plays a major role in student retention, student success and timely graduation rates and is central to the advising mission of the campus.

Strategies to maintain and improve advising in certain areas include:

- Provide continued support for the professional academic and career counseling mission of the OUC campus and continue to find strategies to forge positive working relationships between the Hilltopper Advising Center staff and the academic faculty program coordinators/advisors.

- Continue to develop campaigns and other strategies to encourage students, whenever possible, to register as full time students (15 semester hour per term) in order to complete their degree program in a timely manner and reduce financial aid debt.

- Continue to develop programming in career counseling to adequately prepare students for entering the job market. Development of these skills include preparation of application cover letters, resume writing and development of interviewing skills.

- Continue to encourage faculty to utilize Academic Alerts to report students who are experiencing difficulty in class or are not attending classes on a regular basis. Student Service staff will follow up with these students. Encourage faculty to report academic alerts in Starfish.
• **College Credit Plus**—The creation of the College Credit Plus (CC+) program has offered high achieving high school students the ability to earn college credit and be exposed to the increased expectations of college life. OUC’s participation in CC+ will benefit the institution by having high academic achieving students on the campus and possibly encouraging these students to attend OUC once they graduate from high school.

While CC+ has benefited the campus and the participating students, implementation of the program has placed a great deal of strain on campus resources and personnel, in particular the Student Services office staff. Recruitment, registration, advising and orientation of the CC+ students are the areas which have placed the most strain on campus resources. As the program is expected to continue, the following strategies will be implemented to best serve CC+ students who choose to attend classes at OUC but also reduce the strain on the campus’ student services infrastructure.

- Be selective in the recruitment of CC+ students (attendance at CC+ Information Sessions hosted at the high schools) and invest time and resources in attending CC+ recruitment sessions in school systems from which students are likely to participate in CC+ through OUC.

- Meet regularly with high school guidance counselors to discuss CC+ and continue to forge positive relationships with these schools through the CC+ program.

- Dedicate part of a student services staff member’s time in support of recruitment, advising and orientation of CC+ students. Explore the possibility of hiring a part or full time staff member to help with these operations.

- Continue the practice of hosting an annual “end of the school year” College Credit Plus reception for CC+ students and their parents/guardians to congratulate them on successful completion of courses and encourage them to consider OUC as their choice of a college/university to attend.

2. **Student Internship Program**

During the 2012-13 academic year, OUC entered into a partnership with other regional educational institutions and area businesses to form the Ohio South Consortium for Education and Training. The consortium applied for and received a $236,000 Ohio Means Internship and Co-ops grant to provide 40 internships with 17 business partners. In addition to curriculum development and design, the grant provides students with course credit and stipends to gain experiential learning by working with the various business partners in organizational settings.
Such experiences will be invaluable to OUC students for their practical education and also to increase their employment options after graduation. An Internship Coordinator has been assigned on the campus to oversee and grow the internship program. The coordinator’s effort is also supported by the Ohio Means grant.

The consortium grant has now been renewed for the third time. OUC will continue to participate and support the activities of the Ohio South Consortium and continue to expand the program and the opportunities it provides for our students using the following strategies:

• Continue the program now in its third funding period.

• Continue to add additional area businesses and non-profit organizations in order to increase internship opportunities for OUC students.

• Develop internship requirements which accompanies internship course credit.

• Continue to align campus curriculum offerings with internship opportunities.

• Advertise the program by creating a brochure for OUC students describing the program, admission criteria/process and listing possible internship opportunities (ex. VA, Adena, PPG etc).

• Employ faculty to communicate the internship program to their advisees and students in their classes, and in the recruitment of additional businesses and organizations to serve as partners to offer internships.

3. Student Success Center and Supplemental Instruction (SI)

Like the Hilltopper Advising Center, the Student Success (Math and Writing) Center(s) is also a critical component of student success and campus retention efforts. The center provides tutoring and help with basic skills development in both math and writing. The center is staffed on average with 6-10 student tutors each semester. Both the Math and Writing Centers are supervised by faculty directors who manage the centers and schedule the student tutors. OUC students may “walk in” to the center for academic help or schedule an appointment. For the last five years, over 1000 OUC students each year have utilized the center for tutoring services. In 2014, the center’s physical space was expanded another 500 sq ft by the creation of the “Math Cave” which now functions as the Math Tutoring Center. The original space of the center “The Fishbowl” now serves as the Writing Tutoring Center.

OUC, being an open enrollment campus, enrolls a large number of students who are deficient in college level writing and mathematics skills. In order for these students to succeed in college level work, the Student Success Center is critical to the operation of the campus.

Supplemental Instruction began on the OUC campus during the 2012-13 academic year as a program to help students succeed in challenging /“high difficulty” classes as identified by high
course failure rates. These courses were typically found in the science and mathematics disciplines. As part of the SI program, undergraduate students serve as SI leaders by conducting weekly group help sessions for students enrolled in specific sections of the courses identified for SI instruction. Any student enrolled in the section can take part in the SI sessions. In order to make the session more effective, the SI leaders are also required to attend the class meetings of the courses in order to become familiar with the specific material covered in the class and the instructor’s teaching style.

Results have shown SI to be a highly effective program in helping students succeed in these challenging courses. Students who regularly participated in SI were found to average an entire letter grade higher than students who did not participate. These results suggest continuation and expansion of SI into other sections of required elective courses as well as major specific courses is likely to have significant positive impact on the overall retention rate of the campus.

The following strategic initiatives will be used to support the tutoring efforts and expand the SI program on the campus:

- Continue to support the Student Success Center by providing the needed qualified student tutors in support of the center’s operation. Support the faculty directors of the center in the management of the program.
- As a means to attract quality student tutors and SI leaders, create a scholarship program in support of the student tutors who provide services through the Student Success Center.
- Expand SI into courses and additional sections of classes identified by high failure rates; specifically target “high difficulty” major-specific classes, example, pharmacokinetics required in the nursing program.
- Continue to focus SI on elective courses required by high volume majors such as Nursing, Business Management and Social Work.
- Work to get faculty fully invested in the campus tutoring programs and encourage them to recommend students as potential tutors and SI leaders.
- Provide better communication of tutoring services to the campus student population. Create a brochure explaining the benefits and advertising the campus tutoring programs to students.

4. Enrollment Management Plan

Consistent enrollment is critical to the success of the OUC campus and management of the campus enrollment allows consistency within the student population and insures that OUC is fulfilling its mission of providing quality educational opportunities to the South Central Ohio geographical region. During the 2012-13 academic year, the Student Services staff at OUC
began the process of creating an Enrollment Management strategy which would direct enrollment, recruitment and campus public relations/advertising efforts (geared towards recruitment) into the future. The initial plan was completed in 2014 and implementation began during the 2014-15 academic year.

Strategies:

- Review and update the plan to make sure it is current and continues to fill the needs of the campus.

- Components of the plan should include a communications plan, an advising plan, a recruitment plan and a plan to leverage scholarship monies and a financial aid plan.

5. Advancement and Development Activities

The “Promise Lives” capital campaign was completed in 2015 in which Ohio University raised over $450 million university-wide. The OUC campus raised over $850,000 towards this goal. Two major fundraising projects made up the campus’ Promise Lives goal and included increasing the campus student scholarship base and raising funds in support of the planned Academic Success Center project. The goal of $500,000 to increase the campus scholarship base was surpassed with over $790,000 raised during the campaign, and three major gifts totaling $125,000 were obtained in support of the Academic Success Center project. While the university is currently not in a major development campaign, fundraising efforts for the campus will continue in order to address current and future needs of the campus and to position OUC to remain an important educational resource to our service area far into the future.

- Scholarships- The increased cost of higher education and recent limitations in the amounts of federal financial available to college bound students has made completion of a college education inaccessible to many students. The majority of students who attend OUC continue to rely heavily on financial aid, student loans and scholarships in order to pursue their goal of a college education. Continuing to increase the scholarship base of the campus by supporting existing endowed scholarships and the creation of new scholarships will be of great benefit to our current and future students by allowing them to pursue their academic goals and ambitions and alleviate many of the financial burdens which can impede the pursuit of a college degree.

Endowed Scholarships are a sustainable valuable resource to support the education of OUC students. Continued fundraising efforts will focus on endowed scholarships by raising funds to support existing and new scholarships.

- Academic Success Center- The Stevenson Center Learning Commons has become a campus hub for out of classroom academic activities and socialization of OUC students. Technology and campus facilities are available in the learning commons for completion of class projects and group work. The OUC campus’ steady enrollment and changes in curriculum delivery and course expectations has resulted in the need to expand the
Learning Commons area as well as expand and relocate the student services offices and advising center to better serve the student population.

The two phase Academic Success Center project will include expanding the Quinn Library/Learning Commons area by adding additional group study rooms, a student computer laboratory, relocation of the campus bookstore and the addition of a lecture hall and multipurpose activities room. In addition, a physical connector between Bennett Hall and the Stevenson Center will be built; and in the final phase of the project the Student Services and Advising Center staff will be relocated to the west end of Bennett Hall, adjacent to the connector. The entire project will result in centralizing facilities and services to better serve the student population.

6. Professional Development opportunities for campus faculty and staff.

In order to remain current in one’s discipline and improve/advance in job performance, quality professional development opportunities should be provided for campus faculty and staff. Providing these opportunities has been limited in the past on the campus but will be a focus during this strategic planning period. These opportunities are particularly needed for Group III (adjunct) faculty who may be experts in their professional discipline but are lacking in knowledge/methods of pedagogy. Professional development opportunities will be monitored and offered through the Professional Development Committee, a standing campus committee, and will include but not be limited to seminars, workshops, webinars offered on the campus. In addition, the campus may provide funding opportunities for faculty/staff to participate in professional development events/programs offered off campus.

7. Developmental Strategies: Coordination Activities

A lack of coordination in the teaching methods/strategies for developmental writing and mathematics courses, particularly mathematics, is making it difficult for OUC students to adequately complete the learning outcomes for the courses and successfully transition into tier I offerings. The campus will continue to develop strategies to coordinate adjunct instructors who teach developmental writing and mathematics and develop a common cohesive method for the instruction of these courses to better achieve the learning outcomes of the courses and help students to successfully transition into the tier I course offerings.

II. Facilities and Information Technology

A. Facilities

Quality campus facilities and up to date information technology resources are not only critical to a safe and quality learning environment for the campus, but are also important for faculty to
successfully complete scholarship/research projects and for the successful recruitment of new students. In addition, the quality of the campus facilities has a significant effect on faculty and staff morale and ultimately job performance. The OUC campus has been fortunate throughout the years to maintain excellent facilities and information technology resources which support the educational environment of the campus and promotes student and faculty success. Maintaining the campus facilities and information technology infrastructure by providing up to date resources has been a priority of the campus and the expectation is that this will continue in the future.

The following facilities projects have been identified in this strategic plan as critical to maintain and improve on the excellent educational environment the campus currently enjoys and to position the campus for continued success into the future.

• **Complete Faculty/Staff Office Renovation Project** - In 2011, OUC began a project where faculty and several staff offices were renovated/upgraded to a more modern look but also to make them more functional with regards to job responsibility and for technology use. Several faculty offices and many offices of Student Services personnel were renovated in the initial phase of this project. The remaining faculty offices will be renovated as they are vacated or as faculty retire.

• **Soundproofing Classrooms in Bennett Hall** - The recent upgrading of the video and audio equipment in Bennett Hall, while greatly enhancing the learning environment in the classrooms, resulted in extraneous sound traveling between classrooms through the building’s drop ceiling. The speakers in each classroom will need to be soundproofed in order to address this issue.

• **Upgrade Equipment in the Nursing Skills and Simulation Laboratories of Bennett Hall** - Much of the equipment in the Bennett Hall nursing skills and simulation labs is dated, has reached the end of its effective life and in some cases the equipment is nonoperational. There is a critical need that this equipment be replaced using unspent capital dollars and one time only funds.

• **Replace vehicles in the campus fleet**
  - Pickup Truck
  - Twelve passenger van
  - Malibu hybrid

• **Bennett Hall Electrical and Interior Upgrades**
  - Upgrades to Bennett Hall electrical system(s)
  - Hallway/ Wood Trim and Door Replacements
  - Addition of Artwork in the Hallway

The above upgrades to Bennett Hall will increase the functionality of the building and give the building a more attractive, warm and modernized look. The look of the current hallways in Bennett Hall is thought of as being very dated and
institutionalized. The electrical upgrades are necessary for more efficient operation of the building as well as the construction of the planned Academic Success Center (below). These projects have been listed as capital improvement projects and as a result hopefully will be funded by state capital funds.

- **Academic Success Center**- A major development/fundraising project for the campus has been the creation of the Academic Success Center facility. The center will physically link Bennett Hall and the Stevenson Center and will create 10,000 sq ft of new academic support space. This facility will be a significant addition and enhance the academic support mission of the campus. OUC students will greatly benefit from the expanded Learning Commons area, expansion of the writing and math centers, additional group study areas, student computer laboratory, relocation of the campus bookstore and the addition of a lecture hall; the first on the OUC campus. The lecture hall will be of great benefit to accommodate large enrollment courses needed for general education and the nursing curriculum. A multipurpose room will also be constructed for use by student and community organizations. Relocation and consolidation of the student services and advising offices in the second phase of the project will also allow for greater effectiveness and efficiency in providing academic and advising services to current and future OUC students.

- **Campus Recycling/ Sustainability**- The OUC campus continues to put a great deal of emphasis and priority on sustainability efforts, and the campus is considered a leader in this area when compared to the other OU regional campuses and the main campus in Athens. As an example, during the 2012-13 fiscal year, OUC reduced its maintenance and operations costs by 23%; much of these savings were a result of implementation of various sustainability initiatives. In 2013, OUC was publically recognized by American Electric Power for its numerous initiatives to reduce the campus’ carbon footprint. The campus will continue these efforts in the future by the completion of a campus inventory of sustainability efforts, including the planned electrical upgrades of Bennett Hall and setting new goals for the future to further reduce the carbon footprint of the campus.

There is also a desire to involve campus student organizations and faculty more in the recycling and sustainability efforts of the campus. The campus online Newsblog and kiosks will be used to a greater extent to communicate the sustainability efforts of the campus to the various campus constituencies and the surrounding community.

- **Emergency Response Training Center (ERTC)**- The ERTC is a seven acre training site on the OUC campus used by the campus’ Southern Ohio Police Training Institute (SOPTI), the Environmental Technology academic program and is offered to police, fire, industry and first responder organizations from the region for training and continuing education purposes. The ERTC is a
unique facility for the OUC service region and has the potential to greatly support the region in law enforcement, fire and first responder training. The campus has spent a great deal of effort and resources during the past few years cleaning up the ERTC site and upgrading the training facilities and equipment. While significant progress has been made, there is still more work to accomplish in helping the site reach its full potential. OUC will continue to consult and work with regional industries and organizations to provide facility upgrades to the site.

- **Technology and Business Development Center** - The Technology and Business Development Center opened on the OUC campus in February 2012. The center is currently used to offer classes for the completion of the Law Enforcement Technology (LET), Business Management Technology (BMT) and BSAM degree programs. The center also serves as the campus location for the SOPTI. In addition, the building also supports program offerings for Continuing Education and Workforce Development.

A director of the center was hired in 2015. In addition to the center’s support of academic programing on the OUC campus, continuing education and workforce development; its mission is also to promote small business development in the region. Through partnerships with the Ohio State University (OSU) South Center in Piketon and the Chillicothe Ross Chamber of Commerce, the center has hosted speakers related to business development and webinars from the Techsolve Management Leadership Series. These programs have been open to OUC students/staff as well as to the surrounding community. OUC has plans to expand the programming of the center into other areas of business development to benefit both OUC students and the Chillicothe community. Strategies which will be used to achieve these goals are as follows:

- Create an advisory group to advise the campus on the types of activities the center should support which best benefits the educational mission of the campus and the economic and business development needs of the Chillicothe community.

- Expand partnerships with the OSU South Center and other organizations to co-host speakers, webinars and 1-2 day workshops in areas related to business development/start-up such as business plan creation, marketing strategies, etc.

**B. Information Technology**

- **Continue upgrades to the Campus Website** – A new campus web site was launched in 2015 which was better organized and more suited for recruitment
than the previous site. This site will continuously be updated and there are plans to integrate the Active Calendar software into the campus website and its sub-sites to better manage the communication of events on campus to multiple constituencies.

- **Lecture Capture Software** - The use of lecture capture in the classroom is quickly becoming a valuable educational tool to enhance learning. Lecture capture allows students completing courses in a face to face format to view lecture material independently multiple times after the lecture is presented to enhance deep learning. It also allows students to view the material presented in the lecture at a slower pace which may better fit their learning style. The use of lecture capture is also an extremely valuable resource for courses presented in on line or blended formats. The digitized lectures provide another learning resource for the students enrolled in these courses. Because on line and blended course deliveries are becoming more common on college campuses, and in particular on nonresidential regional campuses, it is critical that OUC embrace this technology for the benefit of our students and the quality of the education they receive from the institution.

  - OUC will begin the process of incorporating Lecture Capture Software into its classrooms and provide faculty and students with the necessary instruction on its most effective use.

- **Information Technology (IT) Upgrades** - The rapidly changing IT “world” will require the campus during this strategic planning period to routinely make upgrades and improvements to the campus IT infrastructure to remain current and to better serve our students, faculty and staff.

  - **Classroom Technology**
    - Continue to replace existing ceiling mounted computer projectors w/Smart projector technology (In Process)
    - Identify uses and develop strategies to implement BYOD support for classroom instruction
    - Replace Cisco video conferencing equipment on mobile carts in overflow OULN classrooms and add additional Cisco equipment to mobile carts when needed.
    - Add Cisco video conferencing equipment to the conference rooms on campus.
    - Replace & upgrade audio visual (AV) & IT technology/equipment in the campus auditorium to better support instruction.
General IT infrastructure on campus
- Continue to replace wiring and update equipment for easier management and maintenance.
- Continue to add print server management for all printers and copiers on the OUC campus using Pharos.
- Continue to provide segmented network access in the Child Development & Family Services Center for university partners.
- Continue to expand the use of COMDOC printers and copiers to further the process of printer consolidation.
- Replace & upgrade equipment AV technology in the learning commons to better support events on campus.

Improve IT equipment deployment procedures
- Continue to implement greater use of ghost casting and image standardization for OUC computer systems.
- Continue to implement Microsoft SCSM for computer image deployment and computer management.

Improve IT academic support
- Develop "New Technology" incubator on campus
- Identify uses and develop strategies to implement WEBEX for both classroom instruction and employee use
- Continue to reevaluate current campus IT standards and practices and evaluate and update all OUC IT policies.
  - Computer replacement rotation cycle
  - Deployment
  - Administration
  - Asset management
  - Staff Laptop & Tablet policy
  - Develop wiring and setup standards for uniform computer deployment
- Evaluate IT staffing and personnel plan with regard to current and future needs
  - Add a Technician/Specialist to replace the half time (Group III) Audio Visual technician after retirement, and add duties for new VOIP telephone systems and/or computer technician duties
- Continue to expand service offerings for technology distribution on campus.
o Continue to improve offerings and quality of service offered at the IT Helpdesk.
o Improve faculty, staff & student training & communication with regards to IT use
  ▪ Develop IT Corner in the campus Newsblog to disseminate information to faculty, staff & students
  ▪ Develop BlackBoard IT training materials for common IT tasks for use by new students
  ▪ Develop “How To” print material for common IT tasks for placement on the web page

III. Communications and Marketing

OUC over the last several years has developed a very robust and effective communications and marketing strategy. This strategy has greatly benefited the campus from a public relations standpoint in the community and is also beginning to reap significant rewards in being an effective tool in the recruitment of students to the campus. Completed freshman student applications for fall semester 2016 were up 10% from the same time in 2015. The campus has utilized a wide variety of mediums in order to accomplish this goal, including the local print media, information mailers/flyers, social media, radio and billboards.

From a public relations and a recruitment standpoint it is critical that OUC continue to invest time and resources into its communications and marketing strategies and be willing to experiment with new ideas and medias to reach the public and potential students. It is also important to reach external audiences with these efforts and not ignore and continue to explore more effective internal communication strategies.

The following strategies will be utilized to continue to address and improve the internal and external communication, marketing and public relations efforts on the OUC campus:

- Continue to synergize campus public relations and marketing efforts with the campus Enrollment Management Plan and recruitment efforts - The OUC campus will align its communication and marketing efforts using the variety of medias currently in use and targeting these efforts in regions and medias identified in the Enrollment Management Plan as potential areas and vehicles for successful student recruitment. With limited funds available for advertising and public relations, advertising will be done in print, radio and electronic mediums which are more directed to the potential student population(s) the campus serves.
• **Increase online marketing** – OUC is utilizing digital advertising to meet the demands of the newest generation of college enrollees. By providing a cohesive branding look in a large digital footprint across multiple domains online, OUC is generating awareness and potential future students through this effort.

• **Social Media** - Over the past few years the campus has made a concerted and strategic effort to use Social Media as a communication, public relations and recruitment tool. The use of social media at OUC has dramatically changed in the last year, with two new platforms being launched and strategic planning and marketing taking place. Social media will continue to be a main avenue of sharing information with both external and internal audiences.

• **Utilize Video to tell the OUC Story** – OUC is making a concerted effort to better utilize video to tell the story of what’s happening on campus. By integrating video into our marketing efforts, we are able to quickly and easily share the benefits of OUC with our wide audience. OUC is developing a 3 to 4-part video series that highlights the campus and educational endeavors students can be a part to utilize as advertisements on social media. Topics include: In demand career training; continuing education and an overall campus overview.

• **Weekly eNewsletter** – In the last year, OUC has stepped up efforts to keep its key stakeholders informed of what is happening on campus. Through the creation of a weekly newsletter, OUC delivers timely news to students, faculty, staff, alumni and other interested parties each week. This has been a valuable tool in keeping our internal audience informed.

• **Aligned Branding** – OUC has aligned its branding standards with those at the main campus in Athens, enhancing the presence of the University through strategic messaging and thoughtful design. Additionally, tailored marketing campaigns with well-produced graphics specific to OUC have been developed and utilized for brand recognition in all advertising. This effort has impacted the look and feel of the campus and helped to clearly and effectively communicate the OUC message with its audiences.

• **Recruitment/PR Themes**- There are various “themes” the OUC campus should continue to use that have proven to resonate with potential students and can successfully be employed in the recruitment process. OUC students typically come to the institution because they can receive a quality Ohio University education close to home. Most student also have a desire to stay in the region once they graduate from the institution.

  o **Themes**
    - Quality education close to home
    - Campus is a comfortable environment
• Faculty and staff care about you and want you to succeed.
• An Ohio University education at an affordable price
• Welcoming to veterans and nontraditional students

Key Messages
• Ohio University Chillicothe offers the opportunity to earn a quality education at an affordable price
• OUC combines the close-kit feel of a small campus with the resources and reputation of a nationally renowned Ohio University
• We provide the opportunity to earn an Ohio University degree while staying engaged with your local community
• Most of our students hail from this region and many return to their communities to become successful leaders
• We prepare students for rewarding careers and fulfilling lives
• Our campus is flexible and allow students the chance to balance family and job responsibilities while earning their degree
• We provide regional students the opportunity to learn, grow and stay engaged with their communities
• We are stewards in our local community and are committed to serving and giving back to the Ross County area
• OUC prepares students for demanding careers with more than 20 programs for associate and baccalaureate degrees
• Tuition costs at OUC are considerably less than area colleges and universities
• OUC faculty are leaders in their fields who provide a close-knit, student-focused learning experience
• OU graduates earn more upon receiving their degrees than students graduating from comparable universities and those without degrees
• Academic degree programs align with career opportunities in the area