2010 Environmental Scan

Prepared by The College Coordinating Council of
The Gladys W. and David H. Patton
College of Education and Human Services
We prepare leader-educators, practitioners and human service professionals who share our commitment to lifelong learning and serving society responsibly as change agents in meeting diverse human and social needs.

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EXECUTIVE SUMMARY

The mission of The Gladys W. and David H. Patton College of Education and Human Services is to provide learning-centered experiences that foster a diverse academic community. In addition to students and their families, faculty, and staff, the college’s primary stakeholders include schools, other higher education partners, and human service agencies in the state of Ohio and the Appalachian region. Teaching, scholarship, and outreach are equally salient to this mission, and The Patton College engages its mission in league with a number of critical partners, including the College of Arts and Sciences, the College of Fine Arts, the Graduate College, the Voinovich School, the College of Engineering, and the university’s regional campuses and Outreach Office.

As the faculty and staff prepared their respective sections of the environmental scan, certain key points began to recur across the six landscape areas.

Trends

Student demographics are changing in response to population dynamics and economic factors.
The number of workers engaged in education, health care, and service industries is projected to increase.
The number of students taking online courses is expanding far more quickly than overall enrollment, and student expectations for technological resources are accelerating.
The economic recession has led to reductions in state revenues.

Challenges

Census data indicate that the population of Ohioans age 18 and under will decline by 6.3% in the coming years. At the same time, the number of nontraditional students who wish to pursue college degrees is increasing.
Certain education and human services disciplines face growing shortages of faculty.
Changing classroom technologies require continuous updating.
Reduced state revenues have led to budget gaps that are expected to continue.

Opportunities

Projected demand for teachers and administrators will make education a more attractive field of study within the diminished pool of undergraduates.
Teachers for K–12 schools need at least a bachelor’s degree in education.
An increase in nontraditional student populations may offset declines in other groups.
Online courses and distance learning offer an alternate format for learning and a significant source of revenue.
The college’s centers are well situated to seek grant and contract opportunities.

Strategies

Increase outreach to nontraditional students, minorities, and other underserved groups, focusing on transitions from secondary or adult basic education to two- or four-year postsecondary institutions.
Establish clinical faculty and differentiated faculty workloads.
Increase online and distance learning offerings, leveraging content development and technological capacity through strategic partnerships. Seek new sources of revenue through entrepreneurial and intrapreneurial activity.

The planning unit response to the environmental scan reflects the four strategic priorities that have guided the college through its recent merger of departments and programs, the development of its Conceptual Core document, and its ongoing targeted technology and infrastructure upgrades. The college must recruit and retain a diverse faculty and student body through outreach to nontraditional students, creation of more online courses and programs, closer collaboration with OU’s regional campuses, development of clinical faculty, and expansion of service learning opportunities and international programs. Similarly, it must increase and enhance research and scholarship by strengthening connections between the academic departments and centers within the college. The college also must increase contracts and grant development and procurement through the work of its centers, design teams, and advisory boards, and through closer attention to Ohio Job Outlook documents and similar government data. Finally, the college must sustain and improve school and community partnerships by developing online learning and outreach programs with OU’s regional campuses, partner schools, and community agencies and organizations to seek both efficiencies in the use of shared resources and new synergies through combination of their respective strengths.
The Patton College of Education and Human Services
Brief Environmental Scan 2010

Introduction

When Dean Renée A. Middleton assembled the College Coordinating Council to draft The Patton College’s environmental scan, she asked them to approach this task by identifying trends that will affect the college in the coming years, the challenges and opportunities that these trends present, and strategies for dealing with both. Accordingly, each section that follows uses the same format. Bullet points explain the most salient topics under each of the four general subject headings, and illustrative examples appear in parentheses, when appropriate.

Certain themes recurred across the sections:
- Diversity
- Innovation in technology
- Quality and integrity of academic programs
- Efficiency and entrepreneurialism

Not surprisingly, these recurring themes reflect the values of the college as expressed in its Conceptual Core—that is, the preparation of leader-educators and practitioners who are change agents committed to diversity and lifelong learning. Nor should it be surprising that these same principles underlie the transformative approach that has characterized the work of the college in recent years and that will continue to guide its course in the future. No transformation is possible without leadership, without a willingness to embrace change, without recognition of the strength that comes from diversity, and without dedication to continuous improvement.

The strategies outlined in each section of the environmental scan parallel, to a great extent, the college’s academic priorities as outlined in its mission:

- enhancing collaboration with colleges, universities, agencies, and schools
- diversifying instructional formats to support learning-centered education
- maintaining and enhancing the diversity of students, staff, faculty, and curricula
- enhancing commitment to lifelong learning
- maintaining and enhancing high-quality research and scholarly activity
- encouraging and supporting principled, expert leadership
- implementing evidence-based practices throughout educational preparation

By adopting these strategies, the college will have moved forward on its path toward transformation, giving form and expression to its core values as well as responding thoughtfully to changes in the environment, particularly in terms of a series of salient “landscapes” relating to human resources, the economy, technology, politics and policy, changes in the character of higher education in general, and infrastructure needs.

The sections that follow outline in broad strokes the strategic moves that the college must make in order to remain competitive in an environment of increasing austerity. Adaptability and sustainability must be integral to any tactical initiatives undertaken in service of these larger goals—the ability to reevaluate one’s actions in light of changing conditions is key to the survival of any organism and any organization. The environmental scan provided an opportunity for the college to engage in just such a moment of self-
Section I: Planning Unit Description

The Gladys W. and David H. Patton College of Education and Human Services incorporates a variety of professional programs to prepare undergraduate and graduate students for roles in education and human services fields. It also provides doctoral programs that cultivate scholars with expertise related to these fields.

Vision
The college strives to be an equitable, effective and interactive learning community that makes a difference to education and human development through excellence in teaching, scholarship and service.

Mission
The college’s mission is to provide learning-centered experiences that foster a diverse academic community. This community serves the economic and cultural needs of the region and benefits the state, nation and world by generating new knowledge and educating future citizens and leaders. The Patton College promotes the efforts of participants who, in concert with our educational partners, design and experiment with new practices, evaluate their impact, and share the results in all relevant arenas. The academic mission of the college is realized through the following Academic Priorities:

- enhancing collaboration with colleges, universities, agencies and schools
- diversifying instructional formats to support learning-centered education
- maintaining and enhancing the diversity of students, staff, faculty and curricula
- enhancing The Patton College as a learning community committed to lifelong learning
- maintaining and enhancing high-quality research and scholarly activity
- encouraging and supporting principled, expert leadership
- implementing evidence-based practices throughout educational preparation

Core Values
The core values of The Patton College focus on the development of professionals and scholars who are…

Leader-Educators and Practitioners: the Unit prepares expert, ethical and reflective leader-educators, practitioners, human service professionals and decision makers who are committed to holistic learning, and engage in collaborative and professional service to society.

Change Agents: the Unit prepares leader-educators, practitioners and human service professionals who address the changing human and social needs through inquiry, research, assessment, critical thinking, problem-solving, and proactive use of technologies.

These professionals and scholars exhibit commitment to…

Diversity: the Unit prepares leader-educators, practitioners and human service professionals who appreciate the variety of human cultural expression, employ multiple approaches to inquiry, use knowledge and practice for the benefit of a diverse society, and promote social equity and justice for effective civic engagement.

Lifelong Learning: the Unit prepares leader-educators, practitioners and human service professionals who engage in self-reflection and professional development for continuous personal growth, and who inspire such practices in those whom they serve.

Changes over the Past Decade
Five major changes have been the most significant over the past decade: (1) curricula in the college have changed in their primary focus—from delivery of content to production of outcomes; (2) new leadership
has increased the relevance of the college through critical linkages with public school and agency partners and aggressive efforts to increase diversity of students, faculty, and staff; (3) economic stringency has necessitated increased reliance on funds from entrepreneurial efforts to support core functions; (4) restructuring of university programs has expanded the size and scope of the college and enriched its culture; and (5) significant changes in state and federal regulation of teacher preparation and related fields are requiring major reforms of the curriculum, field-experiences, and co-curricular experiences provided by programs in The Patton College.

Primary Stakeholders
In addition to students and their families, faculty, and staff, the college’s primary stakeholders include schools (including those providing services to students from birth through grade 12), other higher education partners (e.g., community colleges, private colleges, and so on), and human service agencies in the state of Ohio and the Appalachian region of the United States. Moreover, because of expanded partnerships with schools and agencies in Southeast Ohio, the communities in Ohio’s 32 Appalachian counties benefit directly from the teaching, research, and outreach that the college provides. Partnership with schools in the region occurs through our close alliance with the Coalition of Rural and Appalachian Schools (CORAS).

Critical Partners Internal and External to the University
One of the major roles of The Patton College is to prepare teachers to work with children from birth through grade 12. Within Ohio University, the College of Arts and Sciences and the College of Fine Arts are critical partners in this work, as are the five regional campuses of Ohio University. Another significant role is to prepare leaders for education and human service fields, and the Voinovich School is increasingly becoming a partner of The Patton College in these efforts. In addition, because of the large number of graduate programs in the college, the newly established Graduate College provides The Patton College with critical support services and advocacy in a university community in which undergraduate preparation still remains the predominant focus. Furthermore, with expanded emphasis on distance learning and regional-campus delivery of graduate programs, The Patton College also sees the university’s Outreach Office as a critical partner.

The college also works with critical external partners. Among these partners are the state agencies that regulate and provide technical assistance to colleges that prepare educators—the Ohio Department of Education and the Ohio Board of Regents. Also extremely important is our partnership with the Southeast Ohio Teacher Development Collaborative (SEOTDC), a group of the five teacher-preparation institutions in the southern and middle sections of Appalachian Ohio. With an increased emphasis statewide and nationally on linkages between two-year and four-year institutions, The Patton College regards community and technical colleges as organizations with which we will increase the scope and intensity of partnership arrangements in the near future. Similarly, connections with Historically Black Colleges and Universities through the Interlink Alliance will become increasingly important to the college’s efforts to recruit diverse graduate students and faculty, particularly as the Ohio University’s role with the Alliance expands in the coming years.

Critical Activities
Teaching, scholarship, and outreach are equally salient to the mission of The Patton College. As a professional college, moreover, the lines between these three domains of college work are appropriately blurred. Involving students in practical inquiry creates a productive merger between teaching and scholarship; using research capacity to assist partner schools and agencies combines scholarship and outreach to produce improvements in professional practice in Southeast Ohio; and connecting service to learning opportunities in the United States and abroad links teaching and outreach in ways that benefit Patton College students as well as the people and groups that receive service.
Section II: Critical Changes/External Trends

In this section of the Environmental Scan are discussions of trends, challenges, opportunities, and strategies that set the stage for The Patton College’s work in the years ahead.

The Human Landscape: Introduction
Understanding changes in the numbers, characteristics, and emerging interests of students is crucial to a thoughtful strategy for transforming The Patton College. Contextual changes in faculty and staff characteristics, moreover, determine to some extent the speed with which and the direction in which the college can change in response to changes in our potential student body.

The Human Landscape: Students

Trends
Demographic data indicate a decrease in the number of births in Ohio over the five-year span of 1993–1997.
Trends in population also include a significant increase in the number of English Language Learners (ELL).
Integration of technology into the classroom will continue, while the technology skills of incoming students will vary widely.
Projections for job growth and opportunities for graduates are favorable (5% to 24%, depending on program of study) through 2018.
Students who are looking for immediate career placements after college graduation may be interested in new fields of study such as Tourism and Customer Service.

Challenges
Because the majority of undergraduate Ohio University students are from the state of Ohio, the college will be competing with other universities as well as with other colleges within Ohio University for a decreasing pool of applicants.
The college faces an increase in the need for programming to meet diverse language needs.
Changes in classroom technologies will necessitate continuous updating of the instructional technology component of the undergraduate curriculum.

Opportunities
Projected demand for teachers and administrators will make education a more attractive field of study within the diminished pool of incoming undergraduates.
The 2007 reauthorization of the Head Start program mandated that all Head Start teachers have associate’s degrees and that 50% have bachelor’s degrees by 2013.

Strategies or Impact
An emphasis on our effectiveness in promoting student success and anticipated growth in the vacancies in the field of education will make the college an attractive option among competing universities and other OU programs of study.
A foreign language requirement will enhance the employability of graduates and facilitate their placement in a diversity of educational environments.
Building a diverse faculty with competencies focused on the needs of incoming ELL students will position the college to serve this growing part of the student population.
Establishment of a program for Head Start teachers, incorporating online offerings and traditional classroom courses at both the main and regional campuses, would allow the college to compete with the University of Cincinnati’s online program and further increase student diversity by tapping this pool of nontraditional students. Expansion of programs in applied fields such as tourism and hotel management will provide attractive options for students who wish to enter careers immediately upon graduation with the baccalaureate degree. Development of a new four-year degree program in Customer Service will provide an attractive option for graduates from a range of associate degree programs who wish to complete a Patton College baccalaureate degree on one of the university’s regional campuses.

**The Human Landscape: Faculty**

**Trends**
Five trends characterize the current environment for maintaining high-quality faculty in colleges of education and human services:
- Growing imbalances in the supply of and demand for faculty, particularly in certain disciplines.
- The need to recruit and retain a faculty whose characteristics match those of the nation’s population, in general, and the education and human services workforce, in particular.
- The rapidly accumulating and changing knowledge base supporting work in the education and human service fields.
- The need for faculty in new fields to respond to an expansion of applied and practical fields of university study, such as tourism, hotel management, and customer service.
- The multiple expectations for the work of faculty.

**Challenges**
These trends confront the college with the following challenges:
- To recruit faculty in certain education and human services disciplines with growing shortages (e.g., special education, early childhood education, and science and mathematics education).
- To recruit and retain faculty representing racial and ethnic diversity.
- To ensure that faculty members’ knowledge and skills remain current.
- To define or differentiate the workload in ways that will enable the faculty to address multiple expectations.

**Opportunities**
These trends support the following opportunities for the college:
- To cultivate faculty who are generalists as well as faculty who are disciplinary specialists.
- To create differentiated faculty roles (e.g., teaching faculty, research faculty, clinical faculty).
- To make use of creative approaches for sharing faculty across institutions and college’s in order to promote greater faculty diversity.
- To expand the contribution of visiting faculty members, clinical faculty members, and adjunct faculty members to the overall mission of the college.
- To develop innovative methods for supporting faculty development.

**Strategies or Impact**
To address the challenges by responding in innovative ways to the opportunities, the college might consider deploying one or more of the following strategies:
- Fully implementing a faculty workload policy that supports differentiated workloads.
- Working with university governance bodies to develop a new employment category for clinical faculty.
Allocating resources for the development of programs to recruit and retain diverse faculty.
Seeking faculty-exchange partners among one or more universities that employ highly diverse faculties.
Providing opportunities for faculty in education and human services to engage in periodic, sustained work as practitioners in their particular fields.
Recruiting and retaining faculty with expertise in emerging fields of study such as tourism and customer service.

**The Human Landscape: Staff**

**Trends**
In recent years, there have been very few changes in the numbers of classified staff employed in the college.
Requirements for accountability to the university and federal agencies are increasing.

**Challenges**
In the relatively near future, two to three staff members will become eligible for retirement.
Cuts in state funding along with increased difficulty in obtaining external funding through grants and contracts may result in the loss of two or three classified staff positions.
To achieve enrollment and retention targets will require a high-functioning administrative team.

**Opportunities**
The administrative and classified team is strong and skilled.

**Strategies or Impacts**
With cuts in staff, the college will need to rely heavily on remaining staff to find innovative and more efficient ways to accomplish tasks.
The college must prioritize staff functions in order to make use of limited staff resources in efficient ways.

**The Human Landscape: Ohio and the Region**
Trends in population; workforce development; and economic vitality could affect The Gladys W. and David H. Patton College of Education and Human Services in various ways. Strategies to address challenges and embrace opportunities will help the College expand its responsiveness to state and regional trends.

**Trends**
Census data indicate that the population of Ohioans age 18 and under will decline by 6.3% in the coming years.
The Ohio Office of Hispanic and Latino Affairs confirm that Ohio’s Latino/a community is growing rapidly and has increased by 30% in the last decade.
According to 2009 data, the poverty rate in Ohio stood at 13.3%; the adjoining states of Pennsylvania, West Virginia, and Kentucky had poverty rates of 11.1%, 15.8%, and 17%, respectively.
Students with disabilities represent nearly 11% of all postsecondary students.
Tourism is a fast-growing industry in Appalachian Ohio; and the state has considerable resources in its system of 20 state forests, 134 nature preserves, 74 parks, and 138 wildlife areas.
Challenges
The reduction in the number of traditionally aged undergraduates will require the college to attract more non-traditional students and students from groups (e.g., Latinos, African Americans) who have, in the past, not had as many opportunities as White, middle-class peers to attend college.
Attracting Latino/a students will require the college to develop programs that address their linguistic and cultural needs.
Postsecondary education remains unaffordable for many students at or below the poverty level. Students with disabilities are less likely to enroll in postsecondary education, and of those who do, 18% take remedial courses.
Current programs do not take full advantage of existing state recreational and environmental resources.

Opportunities
The increase in Ohio’s Latino/a population may help offset declines in other groups, and recruiting students from this population group will increase diversity in the student population of the College.
Preparing teachers and human service practitioners who will work in Appalachian Ohio will help break the cycle of poverty.
The potential to develop programs around recreational activities such as hiking, biking, camping, boating, hunting, fishing is significant.

Strategies
Recruiting and retaining diverse, competent, and caring faculty and maintaining high-quality programs at the undergraduate and graduate levels will continue to attract students to the College.
Marketing CEHS programs to Latino/a students will increase their enrollment in the College.
Identifying scholarship opportunities for economically disadvantaged students and recruiting qualified students from that population will both enhance diversity of the student body and increase the ability of individuals to extricate themselves and their families from poverty.
Ensuring compliance with the federal ADA and focusing on Universal Design for Learning in all courses will enhance learning opportunities for students with disabilities.
Developing partnerships with the Ohio Department of Natural Resources will allow the College to leverage state resources in leisure services and recreation.

The Economic Landscape
Trends
The percentage of workers engaged in business and financial operations, education, health care, and service industries is increasing.
Nearly 3 million of the jobs created in the U.S. economy between 2004 and 2014 are expected to be in areas such as education and customer service.
The Department of Labor reports that by 2018, there will be 244,200 more jobs for elementary schoolteachers, a 16% increase in that field.
Postsecondary teachers will also be in demand, with an estimated 256,900 openings in the coming years.

Challenges
The Higher Education Opportunity Act’s Title II provisions necessitate creation of a model data system for collecting and reporting increasingly sophisticated and extensive forms of information—a system with a high price-tag for colleges that house teacher preparation programs.
The award of Race to the Top funds to Ohio will require the development of high-quality pathways for aspiring teachers and principals, improving teacher and principal performance, ensuring the equitable distribution of effective teachers and principals, improving teacher and principal preparation programs, and providing support to teachers and principals. With support from the ODE and the OBR, the college will need to find ways to prepare personnel with expertise to reform low-achieving schools.

Opportunities
The projected job outlook for southeast Ohio suggests that total employment growth will be between 2.7% and 4.1% (2006–2016). Approximately 75% of these job openings are expected to arise from the need to replace workers who leave the labor force. Elementary, middle, and secondary teachers need at least a bachelor’s degree in education and potentially more training depending on individual state requirements. Postsecondary teachers require a doctoral degree in their field of study.

Strategies or Impact
The college will continue to partner with the ODE and the OBR in the development and implementation of the teacher residency program—a program with potential to increase the college’s involvement in the on-going professional development of teachers as well as to alter the character of the way candidates are prepared in initial teacher licensure programs. The college will work with the state board of education as it adopts academic content standards and curricula to prepare high school graduates for postsecondary education and with other institutions of higher learning to facilitate student transitions. If successful, these efforts will increase the overall efficiency of Ohio’s system of P-20 education—a critical outcome for a state that is attempting to address significant economic challenges and position itself well for a more prosperous future. The college must maintain accreditation as an indicator of accountability to the public and compliance with nationally agreed upon standards (e.g., NCATE, CACREP, CORE, and COAPRT). Doing so is critical because vendors of “higher education” continue to proliferate, requiring legitimate, high-quality programs to distinguish themselves clearly in the marketplace.

The Technological Landscape
Trends
Students expect high-speed wired data networks, ubiquitous wireless Internet access, and the flexibility to use a wide variety of personal electronic devices both on and off campus. Budget cuts and staff reductions due to diminished state and local funding are forcing institutions to seek alternative revenue streams. The number of students taking at least one online course is expanding far more quickly than overall college enrollments.

Challenges
The college has limited infrastructure for developing and supporting online learning courses. Faculty currently lack adequate facilities for developing online course materials. The current technology for creating and delivering online instruction is costly and dated; and it may not work well for some students depending on the nature of their computers and methods for accessing the Internet.
The college’s infrastructure lacks adequate access to social media to provide the 24/7 information system needed to sustain a distance learning environment that supports a global community of learners.

The time required to develop a quality online course is typically twice that needed for the development of a traditional course, especially when a wide variety of media are used in the presentation of content.

**Opportunities**

Online learning programs allow a greater number of students to access the college’s high-quality programs while deferring the cost of expanding and maintaining on-campus residential facilities. Distance education offers a significant source of revenue. P–12 teachers and P–12 students, through online learning, represent a promising market for the delivery of teacher education programs. Native American and Latino/a populations represent relatively untapped potential markets for online and distance learning. The college has a well-recognized Instructional Technology Program focused on the design of online learning objects and environments.

**Strategies or Impacts**

In order to remain competitive, the college must pursue strategic and targeted technology infrastructure upgrades to improve services both in the classroom and online. The college must discover, analyze, and exploit existing and emerging technologies to expand its services to underserved and new markets. The college must organize and participate in communities of practice to address strategic technology initiatives that include online teaching and learning. The college must provide professional development for its faculty in the design of quality online courses. Instructional designers (e.g., graduate students from the college’s Instructional Technology program) can encourage online course development by assisting faculty with the design and implementation of media-based content.

**The Political Landscape**

**Trends**

Much recent federal and state legislation targeting higher education has focused on consumer protection for students (e.g., transparency regarding costs, changes in student loan discharges for disabled people). Federal financial support for veterans pursuing postsecondary education (e.g., the Yellow Ribbon Program) is expected to continue. Changes in tax rates and tax policy (e.g., expiration or extension of Bush-era tax cuts, proposed regulations on endowment investment and spending, possible regulation of research practices related to identifying potential donors) may affect charitable donations to higher education. Federal policy is shifting toward a competitive model for funding P–12 education support to the states (e.g., Race to the Top, I3).

**Challenges**

Competition from for-profit and online universities is expected to continue, but their enrollment growth should slow somewhat as a result of government sanctions and tighter regulations stemming from unfair recruitment tactics.
In the first year of the Yellow Ribbon Program, most of the students utilized their allocation at two-year and for-profit colleges. Enacted and proposed changes in tax statutes and related regulations could place limitations on the college’s fund-raising capacity or restrict endowment investment and/or spending options. The shift toward a competitive funding model will divert federal aid to education away from colleges and universities and toward P–12 entities; these changes will also disadvantage rural school districts with which the college frequently collaborates.

**Opportunities**
- A longitudinal student data system authorized for development by the Ohio Department of Education and the chancellor of the Board of Regents will likely offer opportunities for institutional and academic research.
- The Yellow Ribbon Program will increase veterans’ access to higher education.
- An increase in marginal tax rates may encourage donations to institutions of higher education as a means of lowering the individual or corporate tax burden.

**Strategies or Impact**
- Continued strict compliance with federal and state statutes and regulations regarding student loan reporting and recordkeeping as well as transparency in statements of tuition and fees will reduce exposure to potential government investigations or interventions.
- Outreach to veterans and establishment of partnerships with two-year colleges may boost enrollment through the Yellow Ribbon and other federal programs.
- A shift toward a competitive model for federal funding for P–12 education support will require new collaborative and cooperative partnerships with school districts as well as an expansion of the types of support that the college offers (e.g., grant writing support, high-quality program evaluation, online and distance learning options).

**The Higher Education Landscape**

**Trends**
- Student demographics are changing in response to economic factors (e.g., students are less likely to attend college full time and are more likely to be employed while enrolled; economics are also influencing students’ choice of major and type of institution).
- Reductions in state revenues that have led to budget gaps in recent years are expected to continue and will affect base budget funding for higher education for years to come.
- The cost of college tuition, room and board, and textbooks continues to increase.
- Greater numbers of students are beginning and even completing their programs of study on regional campuses rather than on the Athens campus, pursuing part-time rather than full-time study, and seeking ways to use credit from other educational pursuits (e.g., high school courses, online studies) to complete degree requirements.

**Challenges**
- The increasing cost of higher education and effects of the recession have combined to create an affordability crisis that affects students, parents, institutions, states, the U.S. economy, and society as a whole.
- Reductions in state revenues have resulted in decreases in state contributions to the base budget of the college.
- Budget cuts have hindered our ability to replace faculty who leave and to create tenure-track faculty lines to allow programs to grow, innovate, and enhance effectiveness.
Disjunctions between levels and sectors of the educational system (e.g., between two-year and four-year institutions, between adult basic education and degree programs) create barriers to efficient and effective student transitions.

**Opportunities**

The college remains more affordable than many other postsecondary institutions in the state or region; and, through its regional campuses, and online programs offers options to match the diverse needs of the changing student population. Our expertise in working with nontraditional students will allow us to leverage opportunities, such as the new GI Bill and Yellow Ribbon Program, to recruit and serve these populations. The college can use the straitened financial circumstances as an opportunity to reevaluate and prioritize programs, faculty and staff composition, and direction of future growth.

**Strategies or Impacts**

By increasing awareness of the future worth of an education degree (e.g., projected job trends, student success rates), the college can position itself as a value leader among peer institutions. The college can attempt to offset reductions in base budget funding by increasing its entrepreneurial and “intrapreneural” initiatives. The college can tailor its programs to meet changing needs of students by expanding nontraditional approaches to curriculum delivery (e.g., online courses, weekend and evening courses, and intensive “executive-style” programs) and by forging partnerships with community colleges and other institutions to effect seamless transitions between levels and sectors of education. In this new environment, the college must reevaluate the composition of the faculty (classroom, clinical, and so on) as well as the type and distribution of work that faculty and other staff members do.

**The Infrastructure Landscape**

**Trends**

Sound infrastructure is critical to ensuring the health, safety, and productivity of students, faculty, and staff. Technology will continue to play an increasingly important role in higher education. In a state with a diminishing college-age population, competition for students will pressure universities to improve the attractiveness of their programs, services, and facilities.

**Challenges**

All major systems in the college (HVAC, power, communications, and plumbing) are currently substandard according to Ohio Board of Regents classifications. Limited space and the addition of two new departments from the former College of Health and Human Services constrain the college’s efforts to recruit new students, faculty, and staff. Current infrastructure limits access for students and visitors with disabilities.

**Opportunities**

The college’s ongoing upgrades to physical infrastructure and technology not only will correct current defects but also will lay the groundwork for future expansion and development. Improved physical facilities and technological resources will make the college more competitive in maintaining enrollment levels and attracting a diverse and high-achieving student population.
**Strategies or Impact**

The renovation of McCracken Hall must remain a high priority in the capital improvement plans of the University. The college must invest in technology for student computing, open-access computer labs, computerized classrooms, distance learning, and video conferencing. The college should promote the use of a variety of technologies by students, faculty, and staff. Aggressive promotion of the college’s improved facilities and online and distance learning technologies will pay dividends in student recruitment and retention.

**Part III: Planning Unit Response**

**Principles**

Sound decisions are rooted in basic principles, and an institution’s mission and vision statements serve as the primary articulations of its principles. Missions set priorities so that decision makers can move the institution toward the realization of its vision. Each unit of an institution should consider its guiding principles as it engages in strategic planning and defines where it wants to go and what it wants to be. In addition to departmental mission and vision statements, the college’s **Conceptual Core**, and the university’s **Vision Ohio**, we have identified a number of other principles that must be considered:

- We cannot make decisions solely to improve our financial situation—we must base decisions on our core principles, while recognizing the underlying need for financial responsibility.
- We must think carefully about what we want to change, but also about what we want to remain the same—no action should be taken without good reason.
- We must pay attention to sustainability as we move toward the future.
- We must meet current needs, but only through means adaptable enough to meet future exigencies as well.
- We must pay attention to and be responsive to the communities and the region that we serve.
- We must consider all decisions to be investments in the future, especially as they relate to the graduates we are preparing to be stewards of that future.
- We must consider the future landscape of higher education in deciding where our institutional focus should be.
- We must consider the landscape of each academic department holistically—each department may have a different mission and vision, and therefore different future needs and priorities.
- We must also consider the landscape of the college holistically and look for similarities across departments and other units.
- We must always keep in mind the human landscape and remain alert to issues of diversity.
- We must consider accountability and accreditation requirements as we establish criteria for the evaluation of students, staff, and faculty.
- We must consider collaboration and partnerships (both internal and external) and consider ways to strengthen those relationships.

**Priorities**

For a number of years now, The Patton College of Education and Human Services has been considering many of the issues subsumed within the metaphorical landscapes of the environmental scan. These conversations have been taking place on a regular basis and in a variety of contexts:

- The several program and departmental advisory boards
- The four college Design Teams and the Communications and Connections working group
- Collaborative efforts with community and academic partners (e.g., the Coalition of Rural and Appalachian Schools, our various partnership schools)
The accreditation process (e.g., NCATE, CACREP)
The ongoing work of the centers housed within the college

The key themes that arose during the unit’s environmental scan have been part of the discussions that have shaped our continuing mission. Therefore, the four strategic priorities (identified below) that have guided us for the last four years are an appropriate organizing structure for the priorities identified in our planning unit response. In the sections below, we describe our responses to many of the trends identified above, as well as new initiatives that might be developed.

Goal 1: Recruit and Retain a Diverse Faculty and Student Body
Because the call for online education is intensifying, the college has been increasing its offerings of both hybrid and completely online courses and programs. Similarly, the college has been working to improve its relationships and develop stronger partnerships with Ohio University’s regional campuses in recent years. Expanding our ability to develop more online and regional certificate and licensure programs, to provide new undergraduate majors both in Athens and regionally, and to offer more frequent and ongoing cohorts will help us recruit and retain a more diverse faculty and student body. These programs will appeal to a broader target market and will be more responsive to the needs of employers in human services and education.

We will continue to explore new ways to improve education in the region. For example, development of clinical faculty through diversification and differentiation of faculty roles may help us improve mentoring, especially by supervising teachers and other practitioners who help in the preparation of our candidates. Clinical faculty would bring more expertise from contemporary experience into our classrooms, improve connections between theory and practice, and enhance experiential learning for our candidates. Such options should also help us recruit and retain a more diverse faculty and student body.

Another key option is the expansion and enhancement of service learning opportunities, partnerships, and international programs. Students engaged in such activities will learn by responding to the specific needs of the region they are serving. Similarly, continued development of curriculum, as well as partnerships with technical and community colleges and career technical high schools, will broaden interest in our degree programs. Thereby, helping us recruit students and faculty much more broadly. In particular, developing more “bridge” (e.g., 2+2) programs will allow students to begin their collegiate work elsewhere but to finish their degrees at Ohio University—again broadening opportunities for recruiting. Continuing to build relationships with community agencies and community centers will expand our regional influence (e.g., through education, health, and wellness programs with local organizations and churches). Attention to Ohio Job Outlook documents should help us consider both existing and new minors, majors, and degree or certificate programs.

Goal 2: Increase and Enhance Research and Scholarship
The college provides many opportunities for the kind of synergy that leads to increased knowledge via enhanced research and scholarly activity. Connections between the academic and the service departments within the college are strengthened by working groups—in particular, the Academic Leadership Team (ALT) and the College Coordinating Council (3C). For example, the development of more service learning programs helps recruit scholars interested in such activities and provides opportunities for research in the service learning area itself.

The college’s centers (e.g., the Stevens Literacy Center, the Institute for Democracy in Education, the Center for Higher Education) are particularly well situated to seek grants with both a research focus and a service and outreach focus. Continued improvement to the infrastructure of the centers (e.g., upgrading
the physical space, adding new locations) will enhance the work capacity of the faculty and staff associated with the centers and will allow for more collaboration and partnerships with community agencies on both research and outreach projects.

**Goal 3: Increase Contracts and Grant Development and Procurement**
Many of the same strategies described in Goal 2 apply here as well. In recent years, the centers have taken on increased responsibilities for both outreach and research and in support of these activities have aggressively pursued grant funding. Additionally, the work of the Design Teams and input from the advisory boards will help the college explore new opportunities. Careful attention to Ohio Job Outlook documents, for example, can guide our efforts to identify the types of service learning projects, program-based research, and collaborative research with professional organizations that will best meet academic and outreach needs in the region and the state. This, in turn, will shape the college’s program of seeking grants and contracts and result in the more efficient allocation of resources.

**Goal 4: Sustain and Improve School and Community Partnerships**
Many activities at the college focus on sustaining and improving school and community partnerships. Jointly investigating and developing online and outreach programs with regional Ohio University campuses, community agencies and organizations, and partner schools, will strengthen relationships with these entities. Collaborating with these partners to develop additional majors, certificate and licensure programs, and service learning opportunities will serve this goal as well.

Ongoing conversations and work in the existing design teams, in the Communication and Connections group, with the Coalition of Rural and Appalachian Schools (CORAS), and with advisory boards help to sustain these partnerships. We will continue to prioritize these relationships and partnerships as we move forward, expanding many of the discussions to reflect possible new synergies—for example, through the improvement of mentoring processes and the potential development of clinical faculty. These partnerships will continue to guide much of the grant and contract work undertaken at the college, both in research and in outreach and service.

**Summary**
There are strong connections among these four goals, and through continued work with partners in the region, the college is particularly well positioned to expand on the activities described above. Although the number of Ohio high school graduates is decreasing, the outlook for Patton College graduates is promising: there is expected growth in educational careers at least through 2018, at virtually all levels.