

# UA Wayne College Three-Year Action Plan

Area Reports

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## Unifying Statement

We are a regional public university committed to developing knowledgeable, open-minded, and productive members of an increasingly diverse society who will be life-long learners. Building on our strengths, we provide a transformative education to students, complemented by cutting-edge research and innovative engagement with the public and private sectors.

## University Parameters for Three-Year Action Plan

**\*Bold items are of particular focus for UA Wayne College:**

1. Assume total UA enrollment will decline by about 3% for FY20 and then remain constant for FY21, and FY22. To obtain the assumed enrollment, assume that recruitment efforts stabilize to 2018 levels.
2. **Plan to increase the university-wide:**
  - **retention rate 3% over the next three-years (FY20, FY21, FY22); overall 9% by FY22 (Retention is for FTFT Bachelor degree seeking students retained to the second year)**
  - **persistence rate by 1% in each of the next three years; overall 3% by FY22 (Persistence is for all undergraduate students, excluding any who have graduated, enrolled from fall to fall)**
  - **graduation rate 2% each year; overall 6% by FY22 (Graduation rate is for FTFT Bachelor seeking students only)**
3. Enable university-wide growth in enrollment and net tuition revenue in the next three-year cycle.
4. **Effective FY20, assume the General Fund's structural deficit approximates \$40 million to \$45 million annually. (Meaning, without changes, the General Fund's expenditures and support to auxiliaries will likely exceed its revenues by approximately \$40 million to \$45 million).**
5. **To continue to right size the University's General Fund to its revenue levels, assume that permanent expenditure reductions will be pursued and the FY20 General Fund deficit will be lowered to approximately \$25 million to \$30 million.**

**All university units should plan for net expenditure reductions in FY20 consistent with achieving the goals listed above.**

## UA Wayne College Mission

Wayne College, The University of Akron's only regional branch campus, is an educational and cultural hub for Wayne County and the surrounding region. Student success is achieved through excellent teaching with an emphasis on individualized attention. We prepare our students for further educational pursuits, career success, and lifelong learning.

To achieve this mission Wayne College will:

- Provide affordable access to The University of Akron's bachelor and master's degree programs, technical associate degrees, and general education coursework;
- Contribute to the community's lifelong learning landscape by offering both credit and non-credit opportunities;

- Remain the region's open-access opportunity for students to complete developmental coursework to prepare for admission to The University of Akron;
- Provide programming on site at our beautiful Orrville campus, online, or at one of several satellite locations throughout Northern Ohio;
- Extend desirable programming and support services to the students served by our satellite locations in Millersburg, Medina, and Lakewood, and regional high schools through the College Credit Plus program

## UA Wayne College Strategic Plan 2018-2022 (last update 10/31/18)

### Goal 1: Teaching and Learning: Quality, Resources, and Support

- Expand **4 year academic programming** through a phased approach
  - Phase 1: Programs to begin Fall 2019
    - Communication, Business, Education (Early Childhood Inclusive Teacher Preparation Program), Nursing
  - Phase 2: Programs to begin Fall 2020
    - Biology, Exercise Science with Fitness Management Concentration and Sports Studies Coaching Education, Criminal Justice
  - Phase 3: Future programming beyond 2021
    - Agritourism, Agribusiness, BTAS (Bachelor's in Technical and Applied Studies)
- Continue offering successful and employable **associate degree programs** that articulate directly to four year degrees
  - Reinstate high performing associate degrees in Spring 2019
    - Healthcare Office Management (which articulates directly to Bachelors of Organizational Supervision)
    - Exercise Science Technology (which articulates directly to Exercise Science Fitness Management Concentration and Sports Studies Coaching Education)
    - Business Management Technology-General Option (which articulates directly to Bachelors of Organizational Supervision)
  - Submit approved associate degree program to Ohio Department of Education
    - Business Management Technology-Business Administration (which articulates directly to bachelors of business administration)
    - Note: This degree was designed to transition directly into the 4-year business degree, it has been approved through curriculum review and is ready for submission to the Ohio Department of Education.
- Bring **staffing levels** up to meet need, fill key vacancies and reach staffing levels comparable to other regional campuses
  - Tenure-track faculty hires by priority:
    - 2019-English (2), Foreign Language, and Education (2), Business
    - 2020-Sociology/Criminal Justice, Exercise Science, Statistics, Economics, Nursing
    - 2021-Sports Studies, History (GenEd Core faculty), Mathematics/Physics
  - Hire full-time associate dean
  - Staff hires: full time biology laboratory manager, medina campus biology lab manager, exercise science lab support staff

- Facility needs to support programs:
    - Second biology lab
    - Exercise Science and nursing combination laboratory
- Extend our academic program offerings to improve **evening, weekend, hybrid, and online** options.
- Expand programs options at **satellite locations** (Millersburg, Medina, Lakewood)
- Investigate and implement potential course offerings to assist students with completing their **foreign language** requirements on the Wayne campus.
- Provide **developmental education** to traditional (prep pathway students) and non-traditional students.
- Engage with **UA Solutions**
  - Build corporate partnerships through credit and non-credit offerings.
- Work with area career centers, OSU-ATI and other higher education partners to form **articulation agreements** that support the associate of technical studies degree among others.
- Enhance **advising** services and reach
  - Implement mandatory advising for freshman students.
  - Engage students through alternative advising methods.
  - Develop a faculty advising/mentoring program.
- Improve and expand **support services**
  - Support Ohio Department of Education initiatives and promote college affordability for our students by forming a team comprising of faculty and support staff to promote the adoption of appropriate **open textbooks** / OER (open educational resources) for Wayne College sections and support the adoption and implementation of the open textbooks.
  - Develop support services to students served by satellite locations, regional CCP high schools, and online courses.
  - Investigate **transportation** options between educational partners (ATI, Career Center, and Main Campus) and local communities.
  - Expand **Adult Focus** to support non-traditional and veteran students in successfully navigating the college experience.
- Increase **diversity** opportunities and awareness
  - Increase climate awareness through diversity-focused programming.
  - Coordinate with main campus diversity programming

## Goal 2: Teaching and Learning: Evaluation and Improvement

- Implement additional **retention** initiatives, including:
  - Add a mini Welcome to Wayne Day program for spring semesters.
  - Add additional focused new student orientations.
  - Promote greater college credit plus retention through increased four year programs.
  - Expand evening and weekend support.
  - Require a career planning course for first year undecided students.
- Implement **Associate Degree Completion** Initiative
  - Operationalize the “Opt-out” associate degree so that students are automatically matched with an associate degree and have to decide to opt out of that degree.

### Goal 3: Outreach: Community Wellbeing and Engagement

- Develop new **recruitment** initiatives
  - Recruit students from our service area into four-year degree programs
  - Create and implement a marketing plan to recruit adult (non-traditional) students.
  - Increase the numbers of transitional college credit plus students through earlier contact and focused programming (e.g. Marketing/Branding Improvements and student and faculty spotlight articles for social media).
- Increase opportunities for the **community to engage** with the college faculty, staff, students and campus
  - Improve existing programming to increase community involvement.
  - Develop new, relevant and frequent programming opportunities for the local community to participate in activities on campus and / or with Wayne College faculty, staff, and students.
- Develop new **workforce development** programming.
- Identify **non-credit opportunities** that would be ideal to offer at Wayne or at satellite locations.
- Increase visibility of Wayne College human resources available to the local community by encouraging **community service** participation by faculty, staff, and students, including reinstating the Roo Crew and establishing a Speakers Bureau.

### Goal 4: Scholarship and Innovation

- Provide students opportunities for **scholarship and innovation** (e.g. Makerspace /3D Lab, Student Scholar Program, UA's E[X]L program).

### Goal 5: Institutional Effectiveness and Resource Stewardship

- Ensure pay equity among faculty and staff with a **compensation plan** that includes plans for ongoing pay raises and a review of classifications and salary plans.
- Implement the **Bridges to Campus Initiative**, integrating the framework into our academic and academic support efforts.
- Formalize **Continuous Improvement** processes throughout the College:
  - Form a standing committee or team (WE: Wayne Excellence) to systematically evaluate and improve college-level and department-level processes.
  - Invest in ongoing training and resources to support the professional development of faculty, staff, and contract professionals in the areas of quality improvement.
- Update the Wayne College **governance document** to reflect desired organization and committee structure:
  - Ensure functioning shared governance at Wayne College by reviewing and updating the currently outdated Governance document, including areas of integration with the UA main campus departments and governance.
  - Develop a new organizational chart to reflect ideal structure at Wayne College and our relationship to the University.
- Improve the **physical plant and grounds** (facilities):
  - Maintain and improve walking trails and pond area (paths and decks).
  - Improve amphitheater and promote use.
- Identify additional **Fundraising** opportunities:

- Raise additional funds for student scholarships.
  - Raise funds for capital projects.
- Increase **demographic reach** to students in NE Ohio:
  - Expand and develop existing locations in Millersburg, Lakewood, and Medina
  - Investigate feasibility and market potential of additional satellite locations.
  - Increase high school CCP offerings

## College / Division Inventory

\*\*Tables are forthcoming\*\*

### Area-Level Reports

#### Academic Advising Center

See: Student Life, Enrollment Management, and Regional Campus Sites

#### Academic Affairs

Strengths and Challenges:

Strengths:

- Wayne College is a teaching institution with an emphasis on student success and individualized attention.
- Staff, CP's and faculty work together to create a supportive and productive environment for teaching and learning.
- Our workforce is comprised of long-term employees that are dedicated to the institution and its mission.
- We have a strong base to offer a variety of two-year and four-year degree programs.
- We are a portal of entry for higher education in the region and for students that not have the opportunity to attend at other institutions.
- We have an untapped market in terms of offering four-year degrees, since we do not have nearby area competitors.

Challenges:

- Our tenure-track, full time faculty have decreased by half in the last 10 years. Our full time staff have decreased by a third.
- We have not been allowed to replace faculty that have retired.
- Our academic programs have been cut and as of this time (Fall 2018), we only have 3 general associate degrees to offer students.
- The University's financial difficulties have negatively impacted our ability to grow and to use our surplus revenue to maintain our campus.
- Wayne College and our other branch campuses are often viewed as competitors rather than collaborators within the larger University system.
- The role of the branch campuses within the larger University system has not been a consistent part of the University's larger strategic plan.

Priorities and Planning:

1. Expand two and four year programming.
  - a. Actions:
    - i. Reinstate high performing associate degrees (Spring 2019)
    - ii. Offer the Business Management Technology—Business Administration Option (Fall 2019)

- iii. Offer associate degree programs in all areas in which we offer a four-year degree in order to create a seamless 2 + 2 model for students.
  - iv. Offer Bachelor's Degrees in Communication, Business, Education (Early Childhood Inclusive Teacher Preparation Program), Nursing. (Fall 2019)
  - v. Offer Bachelor's Degrees in Biology, Exercise Science with Fitness Management Concentration and Sports Studies Coaching Education, Criminal Justice (Fall 2020)
  - vi. Offer Bachelor's Degrees in Agritourism, Agribusiness, BTAS (Bachelor's in Technical and Applied Studies) (Fall 2021)
- b. Resources (Personnel, Operating Funds)
- i. Faculty: We need full time tenure-track faculty in key general education areas to support retention efforts as well as a commitment to keep faculty lines in all degree areas. Most of the faculty we have requested are replacement faculty/ replacement lines to make up for retirements. The other faculty requests are directly associated with new degrees. In order to grow and expand our program offerings, we need to invest in faculty in the following areas: English, Nursing, Business, Education and CJ/Sociology (Fall 2019); Nursing, Sociology/Criminal Justice, Math/Statistics, Economics, Exercise Science (Fall 2020); Sports Studies, History, Agribusiness/Tourism, Mathematics/Physics, Additional general education faculty as needed.(Fall 2021).
  - ii. Operating Funds: Wayne College has the operating funds to support these faculty hires. We have been unable to invest these funds in growing our programming. Given the opportunity to do so, we believe we will generate revenue, improve retention and graduation rates, and create a strong pipeline to the Akron campus.
- c. Impact measures
- i. Even if we add four-year degree programs beginning in Fall 2019, and reinstate our two-year degree programs at the same time, we are still predicting an enrollment decline. The recruiting cycle begins in junior year. It will likely take several years to recover from the suspension of our technical associate degree programs. However, we do believe once we recover from these losses, we can dramatically improve our growth, with new bachelor's degrees bringing in cohorts of 15 to 20 students per year per degree. (See the Wayne College Three-Year Action Plan-Key Performance Indicators (KPI))
2. Hire full time tenure-track faculty, and full time staff and CP's to meet needs and fill vacancies.
- a. Actions:
- i. Although Wayne College has significantly expanded by adding additional service areas and campus locations (Medina, Lakewood and various high schools), the number of full time tenure-track faculty and full time staff and CP's has fallen dramatically. We have lost almost **half** of our full time faculty. In addition, we have lost **a third** of our full time staff. If we are to successfully increase our enrollment, retention and graduation, while offering high quality degrees, we need to invest in our human resources. As President Green stated in the October 4<sup>th</sup> Faculty Senate Meeting, we can't cut the budget to success because

it would reduce the quality of our education. Sacrificing quality would result in the demise of our institution. We must grow the revenue...How we present ourselves and what we offer will bring in more students and stabilize the university. The University of Akron's regional campuses have a significant role to play in growing enrollment and increasing retention and graduation. We are a virtually untapped market and by allowing us to invest in our growth, we can assist the University in meeting its goals.

- b. Resources (Personnel, Operating Funds)
  - i. See recommended faculty hires listed above.
- c. Impact measures
  - i. Adding faculty will improve persistence, graduation, and retention. A 2018, *Chronicle of Higher Education Article*, entitled, "It Matters a lot Who Teaches Introductory Courses. Here's Why," focuses on important role that FTT faculty play in retaining students. FTT's engage in more personal mentorship and foster greater institutional connectedness through repeated contact in class and in office hours.
  - ii. At least one FTT will be needed to run each degree program to coordinate advising, assessment, scheduling, and mentoring students through the program. Faculty also serve as recruiters.
  - iii. Wayne College is first and foremost a teaching college. On average, faculty spend 80% of their time on teaching undergraduates, with the second biggest category devoted to university service. Since improving undergraduate enrollment and retention has been identified by the Interim President and the CFO as critical to achieving financial stability, investing in Wayne College faculty directly aligns with that priority.
  - iv. It is important to note that strategic investment at Wayne College and the branch campuses would not mean an infusion of money from the Akron campus. It would mean allowing Wayne College to keep its revenue and to reinvest that revenue to generate growth.
- 3. Increase flexible learning options including hybrid, online, evening and weekend course offerings.
  - a. Actions:
    - i. In Spring of 2019, Wayne College is piloting a hybrid course format for the B.O.S degree. Courses in the degree tract that are approved for online delivery are being offered in a 50/50 hybrid format. The courses are designed so that students can get two courses on one weeknight. Students and faculty will assess the success of the program.
    - ii. Providing the results of the pilot are positive, other programs that are suitable for the hybrid format will be identified. These programs will be marketed to students on a programmatic level (Fall 2019-Fall 2021).
    - iii. In addition to hybrid courses and based on a market analysis, additional evening and weekend options will be identified to better serve adult students at all of the regional campuses. (Fall 2020)

- iv. Partnerships with area businesses to identify how the regional campuses can become a hub for unique higher education experiences or vocational training in the evening will continue to be explored. (Ongoing)
  - b. Resources (Personnel, Operating Funds):
    - i. As Dean Tudor explains in his EWOC proposal from June 2018, very few additional resources would be needed to launch an evening/weekend/online college. The main expenditures that would be needed relate to marketing, off-site recruiting, and eventual staffing needed to ensure that evening students have support services available during on-campus hours. By focusing on hybrid course delivery, the need for evening support staff will be streamlined.
  - c. Impact Measures:
    - i. As Dean Tudor notes in his proposal, “there is an underserved market in higher education that includes all students of all ages in need of a non-traditional academic program of high quality. If this were not the case, then for-profit entities and private, non-profit educational institutions would not have a successful presence in Northeast Ohio” (4). By increasing our associate and bachelor’s degree offerings in flexible formats, we can collect some of the market share for these students.
    - ii. By focusing on hybrid delivery, we can offer a unique learning experience to meet a variety of needs. Many students gravitate to online learning out of necessity. Not all students are suited to this type of learning, and many students crave the social interaction of the on-ground class. By marketing the hybrid format we can offer something different that can compete with already established online and competency-based online programs. Not only can we market this to students, but also to employers that value communication and group collaboration skills that are often missing in fully online formats.
    - iii. The KPI report shows that the adult student population has precipitously declined over the last six years. Some of this decline is obviously due to the economy and some may be due to the fact that we have fewer degrees to offer students. In 2012, we had 688 adult students, whereas this year we have 275. It is also likely that some of these students have gravitated to more flexible options such as online degrees. Students that do not have degrees are often employed in the customer service sector, which requires workers to cover irregular hours including evenings and weekends.
    - iv. By shaping the hybrid schedule to specific cohorts, we can maximize the use of our resources and our space. One of the goals of the EWOC task force was to make “the evening look like the day”. By increasing evening enrollment for programmatic cohorts, the campus environment will be more inviting.
- 4. Improve persistence, retention, and graduation.
  - a. Actions:
    - i. Regional campuses must take a unique approach to retention. Student persistence is often more complex since students may have a variety of goals that may not including staying within the university system. Retention is also more complicated since students that are location bound may transfer to

another institution that is in closer proximity than the main campus. In the 2019/2020 year we will collect data on retention and persistence goals for our students in degree programs. In addition we will collect data on students that transfer to the Akron campus into degree programs. We will define retention and persistence as it relates to our role within the University system and sharpen our data collection and analytics (2019/2020).

- ii. We will continue to require mandatory advising for our first-year students as well as for any student that is not in good standing. First-year students meet with their advisors during orientation and then again during their first advising meetings. These meetings typically last for 30 minutes to one hour, as advisors often direct students to needed services and assistance (ongoing).
- iii. Continue to build “Bridges to Campus”. The Bridges to Campus program focuses on the underpinning reasons why students fail to persist (see team report). By directly addressing resource needs as well as changing the campus culture, Wayne College faculty, staff and CP’s, are working together to help students succeed (ongoing).
- iv. Continue to focus on professional development that is relating to mentoring and retention efforts. The faculty at Wayne College formed an ad hoc subcommittee on advising and mentoring. The committee has focused on creating interaction points between faculty and students at campus events such as Welcome to Wayne Day, and “Ask a Professor”. The committee also offered a variety of professional development workshops on ways to effectively mentor students, especially in relation to our different populations. CCP students have very different needs as many of them are still teenagers. As we develop a clearer picture of our retention situation, this committee will work directly with faculty in finding ways to connect with and mentor our diverse student body.
- v. Fix the current confusion over tuition. Create a seamless “direct connect” process for students to move from campus to campus. Although increasing our two and four-year degree offerings will dramatically improve our retention and graduation rates, our degrees will be much more attractive to students if they have the opportunity to take classes at the main campus when desired. Our course offerings will be narrow and efficient. Students will be expected to tightly cohere to the course rotation. If students can have the option to take classes of interest at the Akron campus, the advantage of a university affiliated four-year degree program becomes immediately recognizable to students and their parents. Right now, the current pricing model is prohibitive for students to ever venture to Akron. Taking any Akron class, puts them in the Akron tuition bracket, even when students return to Wayne College. We can increase the number of students that matriculate to Akron, if we can clearly advertise the price differential, and ensure that students pay Wayne prices for Wayne classes. By making pricing easy and transparent, we can give our students the choices that they desire and create a marketing plan that leverages the strengths of our university system.

- b. Resources (Personnel, Operating Funds):

- i. As we continue to add degrees, we will need to add advising staff. Our most immediate need is for someone with a specialty in career planning.
    - ii. These additions will be cost neutral since increased advisors will help to improve retention/graduation rates.
  - c. Impact measures:
    - i. By intentionally defining what constitutes retention and persistence, and tracking our performance, we can make specific retention goals. Our retention rates appear to be approximately 43% but that does not account for a number of factors, including students that transfer to Akron.
    - ii. Adding degree programs will help us capture persistence to graduation. Not only we will capture those students that either stop out or transfer out to another school; we will also attract new students that would have chosen other schools that offer four-year degrees.
    - iii. Our mandatory advising system is working well. As we track and develop a clearer view of our actual retention numbers, we can utilize our mandatory advising system to intervene in that critical first semester.
    - iv. By focusing on economically disadvantaged and under-resourced students, we can develop targeted interventions that keep students from stopping out or reduce stop out time.
    - v. Faculty will continue to serve as advisors and mentor students as well as continue to engage in professional development to improve in these areas. Personal relationships and connections are important to students. For many students, the working relationship that is developed between themselves and their professors is one of the first adult working relationships that they will develop. This relationship can serve as a life-long model of how to work in the world with others. As we get a better handle on where the gaps are in terms of retention, we can develop specific faculty programs to address those gaps.
    - vi. Collaboration between campuses will increase our retention rates at both campuses. Many students enter into college with a strictly utilitarian view. Their goal is to get their degree finished as quickly as possible with the least amount of effort. Their primary value is convenience. Then passion ignites! Branch campuses open the door to students that would never even apply to the main campus because of their perceptions of their needs. Once they develop a passion for their degree field, they are far more likely to be open to all of the opportunities that the main campus offers. By making the transition between campuses seamless, students will be more likely to remain in the Akron system. One of our neighboring universities has been quite successful marketing the “one university” system and brand. Our goal should be to keep students in our system, regardless of where they begin or choose to complete their degree.
- 5. Right-Size the College Credit Plus Program:
  - a. Actions:
    - i. Data Collection: We need to collect reliable financial, enrollment, retention, and pedagogical data with regard to CCP. Although CCP is a state mandate, we have done little to figure out what the actual cost/benefit ratio is in terms of the

program. Although common assessment data has been collected, we have been unable to measure some of the other pedagogical or environmental differences that exist between controlled environment classes taught in high schools, by high school teachers and more integrated formats. Collecting data is key to making intentional decisions with regard to how to make the most out of the CCP program for our students and institutions (2019/2020)

- ii. Examine the price point and begin moving to the mid-level state mandated price rate which is \$83.28 when we send instructors out to the high schools <https://www.ohiohighered.org/ccp/resources>. The University currently charges the floor rate or below the floor rate. This is not sustainable. By moving to the mid-level rate when appropriate we can increase our CCP revenue. (2019/2020)
  - iii. Encourage students to finish their associate's degree before moving to another campus. Many CCP students are well on their way to completing a two-year degree. By encouraging students to complete their degree before moving on, students are more likely to stay long term. If they do not, and transfer to another campus, we still recoup the subvention dollars for the first two years.
  - iv. Begin a strategic marketing and branding campaign at CCP locations. We need to incorporate a multi-tiered approach which focuses on three areas: faculty, students, and marketing. We need to utilize faculty (including high school faculty) as recruiters for The University of Akron system. Wayne College is hosting a faculty convocation in January 2019 and August 2019 for all faculty. Faculty will be brought together to talk, discuss a theme, and learn about common assessment measures. The goal is to make all faculty feel that they are part of The University of Akron, Wayne College. Additional perks might be added such as faculty zip cards or other privileges. We also need to find additional ways to make students feel that they are UAkron Zips. Although we currently have several successful campus visit days and special event days, we need to offer programming that can be transported to the high school locations. Finally, we need to increase direct marketing to CCP students. For example, sending CCP teachers easily insertable, branded Brightspace messages about campus events, registration deadlines or exciting opportunities for Akron students would help to build interest in becoming an Akron/Wayne College student (2020/2021).
- b. Resources (Personal, Operating Funds)
    - i. Initially, all of the above actions are really about refocusing our efforts and making intentional choices about CCP. However, most CCP classes are taught by part time faculty. Increasing our full time faculty, staff and CP numbers will help to meet some of our teaching and recruiting needs.
  - c. Impact Measures:
    - i. Improved data collection and strategic investment will help to ensure that we are delivering a high quality curriculum and making the most of our efforts.
    - ii. Charging the allowable state-mandated default rates will directly increase our revenue with no additional cost. There may be a fear that the high schools will

- go with another institution that will charge a lower rate; however, it will be just as costly for those institutions to find and send qualified instructors.
- iii. Reinstating our associate degrees and investing in new ones, and marketing those specifically to CCP students, will increase our graduation rates, even if the students do not complete a four-year degree at our institution.
  - iv. By enhancing our marketing and branding efforts, we can increase feelings of belongingness in terms of our faculty and our students. People want to be a part of a community, and creating community can be challenging when the class is on the high school campus. Yet, this is a key component of increasing matriculation of CCP students.
6. Develop a clear interrelated mission, vision and program offerings at our branch campuses.
- a. Actions:
    - i. Conduct a market analysis of the educational needs of each campus location. The University of Akron's branch campuses have been woefully underutilized. With the exception of Wayne College and Lakewood, these have been general education starter schools with the hope that students would simply move to the Akron campus to complete their degree. This has not proven the case. Many location bound students complete their gen. eds. and then move on to more accessible, if pricier school. Now that the state subvention is so heavily-focused on degree completion, The University of Akron must invest in building key degree tracts at the branch campuses. (2019/2020)
    - ii. Develop a marketing plan for each branch location that highlights degrees that can be obtained as well as degree paths. (2019/2020)
    - iii. Develop a "one university" mindset that supports collaboration and cooperation for all campus community constituents.
  - b. Resources (personal, operating funds):
    - i. More staff, faculty, and CP's are needed to manage these additional locations and services. (See chart)
  - c. Impact Measures:
    - i. The single biggest impact measure will be an increase in enrollment. Our branch campuses are located in regions with extremely low unemployment rates (Wayne County 3.2%; Holmes County 2.9%; Medina 4.2%). Without degrees, that offer students more opportunity in terms of aspirational employment the incentive to go to college is low. We need to offer students something more than the promise of a job. We need to offer them something to invest in.

## Admissions and Testing Center

See: Student Life, Enrollment Management, and Regional Campus Sites

## Adult Focus

### Mission:

Build enrollment, retention and degree completion of adult, veteran and nontraditional students by providing comprehensive wraparound academic support specific to their unique needs and expectations.

### Strengths and Challenges:

#### Strengths:

- All programming, direct student contact and advocacy based on CAEL's (Council of Adult & Experiential Learning) **Ten Principles for Effectively Serving Adult Students**, areas of focus that enhance adult learner retention and completion.
- Adult Focus has the support of and direct access to University and Community resources providing immediate support for ancillary issues which impact academic performance.
- Extended hours of operation and adult centric space (computer lab, student lounge), access to community support services in house.
- Unique skill sets and work experiences of Adult Focus staff which provide expertise in a variety of fields allowing for a holistic approach to advising of adult, veteran and nontraditional students.
- Recognized by academic and community partners as "Best Practices" for serving adult learners.
- Strong collaborative relationships with community partners (Project Learn of Summit County, Ohio Means Jobs Center, College Now Greater Cleveland (CNGC), Salvation Army, Buckeye State Credit Union) allowing for growth and development of adult centric programming and scholarship opportunities.

#### Challenges:

- Currently, there is no efficient method of locating eligible students other than term of enrollment and date of birth. Many students qualify for our services by means other than age and it is difficult to reach them efficiently.
- Lack of population specific marketing and recruitment. There is a severe decline in adult/veteran enrollment. U of A is graduating more adults than we are enrolling (new or transfer).
- Shortage of academic programs which attract adult students.
- Lack of course availability at the times which students need them, and in the delivery methods convenient to student need.
- Absence of consistent, reliable administrative support.
- Perception/understanding: There are individuals on campus and in administration who do not understand andragogy. Adults actually need more specialized support than the traditional college student.

### Priorities and Planning

1. Increase adult/nontraditional enrollment and persistence
  - a. Actions:
    - i. Continue current and build more extensive outreach for new or reentry outreach students

- ii. Collaborate with CNGC and UA Enrollment Management to bring ReConnect (specific reentry) students back to UA
    - iii. Continue collaboration with Project Learn Summit County on Access Bridge Program for new, returning or continuing students
    - iv. Improve campus familiarity of services and student referrals
    - v. Increase scholarship awareness and financial literacy education for adult/nontraditional students
  - b. Resources in addition to administrative positions
    - i. Advisor/Outreach, Tonya Booker (29 hours/week)
    - ii. Proposed administrative assistant (29 hours/week)
  - c. Impact Measures:
    - i. Number of ReConnect (reentry) students
    - ii. Enrichment student count
    - iii. Total numbers through Adult Focus
    - iv. Number of students referred to Community Partners
- 2. Expand current academic services and outreach for returning and continuing students
  - a. Actions:
    - i. Develop more efficient processes for locating and communicating with adult/nontraditional students
    - ii. Expand efforts to encourage more online, hybrid and evening courses
    - iii. Encourage additional resources be made available when students require them
    - iv. Work with University and Community Partners to extend and enhance services in the areas of; transitional services, pre-admit advising, scholarship, and prior learning options
  - b. Resources:
    - i. Collaborate with Registrar/ Enrollment Management/ IT for expanded outreach and tracking
    - ii. Advisor/Outreach Coordinator 29 hours/week
    - iii. Projected hire- administrative assistant 29 hours/week
    - iv. Expand relationships with Community Partners to reduce cost of programming
  - c. Impact measures:
    - i. Number of students reached
    - ii. Numbers of courses offered in alternative delivery methods
    - iii. Increased presence of student services available at nontraditional times
    - iv. Numbers of referrals to Adult Focus/University

#### Staff and Service Priorities (Personnel and Service)

##### Current:

Adult student support, programming and initiatives are provided by the Adult Focus Team and several Community Partners (CNGC, Project Learn Summit County). Team members include the following University of Akron contract professionals and staff.

- Laura Conley, director
- Scott Roberts, assistant director

- David Marsteller, assistant director
- Tonya Booker, (part time 29 hours/week), Advisor/Outreach Coordinator

In addition, to facilitate operation of the office and computer lab, Adult Focus employs a cohort of nine student assistants, the majority of whom are work study.

Proposed personnel changes:

- New part-time staff position: Add administrative assistant (29 hours/week) to provide daily office support, administrative support, monitor budgets /inventory process, create spreadsheets, handles all aspects of student employment.
- Advance the part-time outreach coordinator/advisor position to full-time. This would expand outreach, continue to build programming and allow for more advising appointment opportunities for adult students.

### Impact of Initiatives

Initiatives for Adult Focus' 2018-2022 action plan include a dual approach for increasing adult and nontraditional enrollment AND retaining them through to graduation. First, outreach to individuals with some college and no degree (target population for State of Ohio, HLC) - determining why these individuals left and what barriers are preventing them from returning. Then systematically working to remove those barriers and reenroll them in school. Second, continue current support systems and develop others to provide the necessary wraparound assistance adults require. This includes improved internal tracking of populations to ensure services reach those for whom they are intended.

Predicted Impact: Research on adult and nontraditional students show:

- Education is IMPORTANT, however, it is not necessarily their primary focus
- Adults will begin or return to their education when a catalyst is presented; loss of employment, family event, potential for promotion
- They leave for the same reasons they return- however, there is usually baggage ( financial, academic, career change)
- Adults often require more academic support than traditional students, especially their first year – or their first year back
- Adults DO GRADUATE; however the time to degree is longer
- All things being equal, financial concerns cause the most stress
- Adults desire and need the same connectedness as a traditional student, they just look for it in other ways
- Most Universities do not differentiate between a traditional student and an adult student in regards to marketing, recruitment, programming, mode of delivery or timing of course offerings

The Adult Focus initiatives will impact overall university enrollment, credit hour attainment and graduation through outreach specific to the adult/nontraditional populations, collaboration with partners to remove barriers, programming, scholarship, and adult centric academic and career advising.

### Athletics

See: [Student Life, Enrollment Management, and Regional Campus Sites](#)

## Bridges to Campus

### Mission:

Promote success and retention of under-resourced students. Address, reduce or eliminate the unique challenges to retention, persistence, and degree completion that impact economically disadvantaged students (EDS).

### Strengths and Challenges:

#### Strengths:

- Builds on previous and ongoing strategic initiatives based on tenants of Vincent Tinto's work on retention of first generation students.
- Bridges to Campus Plan approved by HLC as part of our open pathway quality initiative (prior to rescinding accreditation July 2018)
- Bridges to Campus Team includes a coalition of willing college faculty, staff, and contract professionals who have volunteered to serve and are passionate about the mission.
- Initiatives enjoy strong support from student body.

#### Challenges:

- Currently do not have a good method of Identification and tracking students/staff in need. The changing nature of each individual's economic situation does not allow for a consistent target market and outreach.
- Attitudes/world view: There are a number of people in the college community who do not believe in offering assistance beyond traditional college student services. This is challenge is being specifically addressed in the Bridges Out of Poverty training.
- Scheduling: Difficult to schedule training/events when most people can attend.

### Priorities and Planning

1. Develop resources and services to support under-resourced students and staff
  - a. Actions:
    - i. Direct the operation of the campus food bank as coordinated with Wooster Hope
    - ii. Fundraising
    - iii. Maintain a system of referral for students and staff in need
    - iv. Identify resource gaps
  - b. Resources (Personnel, Operating Funds)
    - i. Lisa Crites (approximately 3 hours per week) and Tracy Bolyard (approximately 17 hours per week)
    - ii. Bridges to Campus Team: as needed
  - c. Impact measures
    - i. Number of individual patrons served by the Pantry
    - ii. Total number of visits to the Pantry
    - iii. Number of patrons referred to other resources (agencies, programs, ZipAssist)
    - iv. Funds/materials collected for the Pantry
    - v. Survey results

2. Implement a wide range of faculty/staff development to improve understanding of issues of poverty and its effects on our students
  - a. Actions:
    - i. Ongoing Bridges Out of Poverty training, utilizing our authorized trainer, Julie Hartzler, faculty, and staff.
    - ii. Each semester select a college-wide book discussion title related to issues of under-resourced college students, discuss how the book applies to our students/staff, and brainstorm possible actionable solutions for the College.
    - iii. Open discussion forums
    - iv. Recommend policies to improve college climate for under-resourced college students, faculty, and staff
  - b. Resources (Personnel, Operating Funds)
    - i. Julie Hartzler as Bridges Trainer: part of existing position, approximately 5 of hours per week.
    - ii. Maureen Lerch as Book discussion facilitator: part of existing position, approximately 8 hours per semester (planning, facilitating)
    - iii. Bridges to Campus Team: as needed
  - c. Impact measures
    - i. Attendance at training, participation in book discussions, number of policy changes as a result of discussions and training
    - ii. Survey results

#### Staff and Service Priorities (Area Personnel and Service)

Current:

The work involved in the Bridges to Campus Initiative is managed by the Bridges to Campus Team. Team membership includes the following Wayne College faculty, staff, and CPS:

- Jackie Ashbaugh (Coordinator, Student Activities)
- Ellen Baird (Adjunct faculty)
- Tracy Bolyard (Graduate Assistant, Social Work)
- Lisa Crites (Coordinator, Social Work WC)
- Julie Hartzler (Coordinator of Disability Spec & Srv)
- Amy Haynes (Director Business Operations and Finance)
- Jim Lawrence (Academic Advisor II)
- Maureen Lerch (Library Director)
- Susi Meehan (Professor, Psychology)
- Theresa Rabbitts (Student Services Counselor)
- Rebekka Reusser (Academic Advisor II)

Additionally, the management of the food pantry and resource referral is performed by:

- Tracy Bolyard (Graduate Assistant, Social Work)
- Lisa Crites (Coordinator, Social Work WC)

Proposed personnel changes:

- New full-time contract professional position: Add a full time resource manager (with MSW degree) to ensure consistent service, communications, and community outreach for food pantry and resource referral. Would work closely with Lisa Crites, Social Work faculty and students, and with the Office of Counseling and Accessibility.

### Impact of Initiatives

In summary, the Bridges to Campus Initiatives action plan for 2018-2022 includes a two-pronged approach to supporting under-resourced/economically disadvantaged students (EDS) who are at risk of dropping out or stopping out due to experiencing financial difficulties. First, support services (for example, the food pantry) and resource referral will connect EDS with needed assistance at the point of need. Second, a campus-wide training, development, and discussion program will improve the campus climate for EDS. The training will focus on improving understanding of issues of poverty and its effects on our students and staff, and aim to increase feelings of belonging of this population at Wayne College.

**Forecasted impact:** Research on economically disadvantaged students indicates this population:

- Works more hours than other students
- Are more financially stressed
- Are more likely to show erratic attendance because of acute financial need
- Possesses a different worldview that contrasts markedly with that held by faculty and staff at all levels of the college/university structure
- Experiences a disconnect that frequently leads to feelings of alienation and isolation and contributes to a high risk of dropping out
- Experiences feelings of “not belonging” which is frequently cited as a common reason for choosing to leave college
- Perceive that faculty and staff are less supportive and concerned about them, which negatively impacts their likelihood to seek help

The research also reports that faculty attribute students’ poor performance or failure to seek out resources to internal attributes like motivation or ability rather than external factors associated with socioeconomic status. The research recommends making a transition between world-views as a key factor in persistence and degree completion. Moreover, they note that the ability to make this transition is directly related to the campus culture and its understanding of economically disadvantaged students.

**The Bridges to Campus initiatives will impact the retention and persistence of under-resourced college student or economically disadvantaged students. The graduation rate of EDS would also be impacted by this initiative.**

### Business Operations and Finance

#### Mission:

Provide a safe, clean and optimal environment for teaching and learning while providing the technology and materials for classrooms, service areas, and 162 acre campus. Resources are accrued and maintained to maximize the effectiveness and efficiency, thus maintaining the history of operating a budget where revenues exceed expenditures.

## Strengths and Challenges:

### Strengths:

- Student and customer focus is at the core of the identity of Business Operations, including agile responses to classroom technical support, immediate attention to building and grounds issues, and advising students with their customer accounts.
- Conservative budgeting and macro-level planning for capital improvements, technology upgrades, and procuring classroom equipment.
- Dedicated staff with the knowledge and experience to serve in multi-faceted positions, serving a broad range of support services in technology, maintenance, student accounts, student employment, custodial, accounts payable, purchasing and others.
- Support other satellite campuses, UA Millersburg, UA Medina, and UA Lakewood by providing both physical and human resources to enhance and maintain the needs of each location.

### Challenges:

- Staffing is at a critically lean level. Since January of 2015, the maintenance department has gone from eight FT staff to five FT staff, the area of technical support has been reduced from four FT staff and three PT staff to two FT staff and two PT staff, the Business / Cashier's Office had a staffing level of two FT CP's and one PT staff to one FT staff and one FT contract professional, and the police department decreased the number of employees from one FT Lieutenant, one FT Officer, and one PT Officer to two FT Officers.
- While staffing levels shrink, responsibilities increase not only at Wayne College, but at all three satellite locations falling under the Wayne College umbrella.
- Aligning with the downward trend in enrollment, revenues are also falling. It is challenging to maintain the same level of enhancements to the building and grounds of the campuses, provide all of the needed resources and activities for students and employees, and continue to offer the newest technologies.

## Priorities and Planning

1. Continue to operate efficiently and effectively at all campuses.
  - a. Actions:
    - i. Budget conservatively and plan for unforeseen costs
    - ii. Continue to weigh the option of new or upgraded technologies and determine the best method to maintain functionality of classroom and office technology
    - iii. Implement a scheduled preventative maintenance program that will maximize usage of existing equipment
    - iv. Provide programming and visibility of the police force, to enhance skills for students and prevention of criminal activity.
    - v. Expose services to students on all campuses through resource fairs and interconnectivity of student support
  - b. Resources (Personnel)
    - i. Business Office: Director of Business Operations and Finance, Amy Haynes; Sr. Cashier, Amanda Carmany; Student Assistants.

- ii. Maintenance Department: Facilities Manager, R. Allen Darr; Assistant Facilities Manager, Bruce Raber; Facilities Workers, Matthew Horton, David Prost, and Samuel Wade
    - iii. UA Wayne College Police: Officer Brian Moore and Officer Curtis Wright
    - iv. Technical Support Services: Department Computer Support Assistant, William Fisher; Computer Lab Support Specialist, Tom Hammond; Media Support Associates, James Magyar and Daniel Thompson; and Student Assistants
    - v. Auxiliary Services: Barnes and Noble Bookstore and Zip Station (food service)
  - c. Impact measures
    - i. Positive balances in Wayne College budgets
    - ii. Number of police reports
    - iii. Number of facilities request
    - iv. Number of computer requests
    - v. Daily balancing of cashier station
    - vi. Upgrades to technology
    - vii. Cleanliness of building and grounds
    - viii. Healthy and in demand food choices in Zip Station
    - ix. Textbook availability in a variety of formats
- 2. Create and enhance revenue generating activities and strategies
  - a. Actions:
    - i. Develop and investigate new revenue sources by utilizing the current facilities
      - 1. Room Rentals
      - 2. Change structure of current events to maximize profitability
      - 3. Rent land to farmers and/ or facilities rentals for sporting events
    - ii. Explore options of revenue sources by enhancing facilities and new buildings
    - iii. Collaborate with area businesses to implement workforce development courses and degree offerings that add value to the community
    - iv. Recommend policies to cut expenses and adjust budgets accordingly
  - b. Resources (Operating Funds)
    - i. Build a plant fund for maintenance of buildings and new construction
    - ii. Continue to create and implement new scholarships that will help retain students through to degree completion
  - c. Impact measures
    - i. Amount and occurrence of transfer-outs
    - ii. Providing facilities and resources for new degree programs
    - iii. Increase in sales revenue
    - iv. Improve retention rate through scholarships and programming

#### Staff and Service Priorities (Area Personnel and Responsibilities)

Current:

Business Office – 2 FT employees

- Student Accounts
- Cashiering
- Accounts Payable

- Purchasing
- Procurement card monitoring
- Budgeting
- Student Employment
- Shipping and Receiving
- Mail Room (campus and U.S. mail)
- Emergency response
- Overall support of other departments
- Capital Projects

#### Maintenance and Custodial – 5 FT employees

- Building Repairs and Maintenance - (Electrical, indoor and outdoor lighting, motor and equipment repairs or replacements, running cables)
- Plumbing – (Repair and replacement of bathroom and shower fixtures, HVAC pumps and plumbing, unclogging drains)
- Heating and Cooling – (Preventative maintenance of equipment, filter replacement in heating and cooling units, belt and motor replacement of interior and rooftop exhaust fans and air handler units)
- Custodial – (Cleaning of classrooms, offices, labs and common areas, complete floor care and waxing, sanitize and clean bathrooms, removal of trash and recycling inside and outside of the building, pest extermination, cleaning of athletic facilities)
- Landscaping and Grounds – (mowing and trimming 50 acres, leaf removal, extraction of unsafe limbs and trees, snow removal, salting roads, parking lots and sidewalks, maintain flower beds and mulch)
- Vehicle and equipment maintenance and repair – (maintain and service campus vehicles, mowing, and grounds equipment by replacing oil filters, belts, fluid changes, etc.)
- Structural repairs – (drywall, paint, caulk and seal exterior of building, gutters and downspouts, carpentry work as need, and maintaining and repairing kitchen equipment)
- Set ups and moves – (set up special events and functions, athletic equipment and facilities, plan special events and functions, move supplies and packages across campus, move equipment and furniture, make deliveries to other campuses including the courier runs, office relocations)
- Capital projects and construction – (help plan facilities projects and attend planning meetings, oversee and communicate between contractors)
- Medina and Millersburg campus support – (preventative maintenance for equipment and structures, oversee new projects, order supplies, respond to emergency situations regarding facilities)
- Safety – (act as back up when officers are not present; vacation and sick time)

#### Police Department – 2 FT Officers

- Enforce the laws of the United States, State of Ohio, and University of Akron
- Mutual aid with the Orrville Police Department and the UAPD
- Securing the building

- Issuing and collecting UA keys
- Monitor camera and alarm systems
- Coordinate with the Care Team, (Barb Caillet, Jane Fink, Amy Haynes, and Gordon Holly), to respond and monitor at risk students and students in crisis
- Implement and participate in student and employee programming – Self-defense, alcohol awareness, accessibilities workshops, etc.
- Monitor all emergency equipment at campuses including emergency phones and automatic emergency defibrillators
- Ability to provide emergency first aid and other life saving measures
- Ensure police presence at community and athletic functions outside of business hours

#### Technical Support Services – 2 FT employees, 2 PT employees

- Classroom support – (provide and schedule technology resources, repair and replace classroom equipment, troubleshoot and train users for effective course instruction)
- Faculty and Staff support – (troubleshoot, maintain and install hardware and software, provide instruction and training on technical equipment including, computers, laptops, cell phones, tablets audio visual and distance learning equipment, maintain all printers on campus, face to face support for individuals and departments when necessary)
- Lab Support – (Apple products, ZipPrint stations, computer labs, hardware and software installation and repair, continual upgrades and replacements of technology annually, maintain master lab software image, maintain the digital fabrication “3D” lab with hardware, software, tutorials and presentations, establish and maintain relationships with local schools, community organizations and businesses)
- Event Support – (Schedule resources, install maintain and support conference calls, sound recording rooms, WebEx and distance learning equipment, organize and promote the Wayne County Mini MakerFaire Event)
- Help Desk and Student Support – (reset passwords, respond to requests, and ensure required software is deployed)

#### Proposed personnel changes:

- Maintenance –
  - Hire two FT Facilities Worker Sr. positions
  - Leverage wages of employees in the department
- Police – Hire PT Officer (not an immediate need, but if we plan to offer more on campus events, an additional officer will be necessary)
- Technical Support Services –
  - Hire one FT or convert a PT position into FT and
  - Leverage wages of employees in the department

#### Impact of Initiatives

In summary, to continue the same support levels, and providing a safe, clean, comfortable, and technology enhanced environment, students will want to continue courses at Wayne College and other satellite locations. By utilizing all resources, both human and physical, at maximum levels of potential, we will continue to operate and contribute to the fiscal health of Wayne College, the satellites and The

University of Akron as a whole. We will invest in areas that will bring new academic programming and degree offerings to campus, thus attracting and retaining new student populations. Implementation of other revenue generating activities will contribute to the close the gap in UA's deficit. Incorporating our available technologies into curriculum will also help support teaching and learning of our students, which will aid in retaining and continuing of their educational pursuits.

## Community Relations

### Mission / Description:

Community Relations works to create awareness and interests of Wayne College by marketing/advertising to prospective students in support of the College's mission and goals, and to promote Wayne College as a resource and partner to the surrounding area businesses and community.

Includes the following functions:

- Manager of Community Relations
- Word Processing Department, including graphic design
- Web administrator (Department Computer Support Assistant)

Side Note: the office of Community Relations follows the style guidelines provided by University Communications and Marketing

### Strengths and Challenges:

Strengths:

- Creative and highly skilled staff
- Team players – always up for new challenges
- New ideas/creative solutions
- Attention to detail
- Able to work with tight deadlines (quick turn-around)

Challenges:

- Constantly changing direction from main campus (when direction changes it leads to having to redo or undo a number of different projects)
- Having the budget to reach prospectives students with the latest marketing trends
- Marketing budgets of Regional Academic Centers
- Staff unable to work overtime
- Unfilled and eliminated positions
- Possible retirement(s) within the 3 year period

### Priorities and Planning:

#### **1. Continue advertising efforts to support recruitment/enrollment initiatives**

##### **a. Actions:**

- i. Continue to research new marketing trends and to assess success of traditional mediums

1. Currently supported through print, outdoor, radio, streaming, online and digital
- ii. Advertise new 4-year programs, as they roll out according to the strategic plan
  1. Concentrated targets include CCP, Stop-Outs and Transfers
- iii. Look to expand market area with the offering of online courses with EWOC/FLO
- iv. Continue efforts to grow the Regional Academic Centers
  1. With the addition of a wetlab, UA Medina will become a 2-year location
  2. Expanded offerings at UA Lakewood and Millersburg with possible new locations
- v. Continue efforts to promote associate on way to bachelor's
- vi. Continue to support marketing /design needs of UA Solutions, Adult Focus and Developmental Programs

**b. Resources:**

- i. Personnel: Community Relations department
- ii. Funds: Continue to operate within given Advertising/Publications budgets

**c. Impact Measures:**

- i. Measured through enrollment numbers
- ii. Web analytics through targeted landing pages/links

**2. Community Outreach**

**a. Actions:**

- i. Advertise Associate of Technical Studies and Prior Learning Assessment to local career centers, employees at manufacturing facilities and veterans
  1. With current unemployment rates being low, employers are trying to redefine success and recruit employees directly from high school
    - a. Workforce may need educated about tuition reimbursement
    - b. PLA – eligible courses may need changed
- ii. Assess market/community needs through requested surveys or focus groups
- iii. Continue efforts to incorporate Roo Crew into the community with additional staff/faculty/student participation
- iv. Make the community aware of resources available at Wayne College, including faculty/staff/CP speakers
- v. Continue to offer on-campus community events/speakers – both entertaining and informative
  1. Add on-campus community events at all regional campuses

**b. Resources:**

- i. Personnel: Community Relations department
- ii. Funds: additional funds are requested for larger on-campus events and to add community events at the regional academic centers

**c. Impact Measures:**

- i. Participation and event attendance numbers

**3. Media Relations**

**a. Actions:**

- i. Continue strong relationships with media outlets

- ii. Build stronger relationships with media in areas tied more to regional academic centers
    - iii. Include more personal stories, such as student success and faculty highlights
  - b. Resources:**
    - i. Personnel: manager
    - ii. Resources: No additional funds are needed in this area
  - c. Impact Measures:**
    - i. Number of stories covered in local papers
- 4. Social Media Management**
  - a. Actions:**
    - i. Purchase software such as Hootsuite to better manage all social media platforms for Wayne College and regional academic centers
    - ii. Determine which platforms are best for regional academic centers and determine if LinkedIn should be added to coincide with adding more 4-year programs
    - iii. Provide more content marketing
    - iv. Strengthen our brand by provide more videos telling the Wayne College story, such as faculty accomplishments, student success stories, highlight academic programs, Roo Crew initiatives and financial aid facts (to name a few)
    - v. Share press releases from local paper's social media
    - vi. Include more "Live" posts
  - b. Resources:**
    - i. Personnel: manager and graphic designer
    - ii. Resources: will use current funds to purchase software and produce videos
  - c. Impact Measures:**
    - i. Number of followers, likes and shares
- 5. Website Update**
  - a. Actions:**
    - i. Following the guidelines set by the University, align our website to better serve prospective students, current students and community (eliminate all the mixed messaging)
  - b. Resources:**
    - i. Personnel: manager, graphic designer and web administrator
    - ii. Resources: no additional funds are needed in this area
  - c. Impact:**
    - i. Web analytics and enrollment numbers
- 6. Continue to support the College's internal needs through Word Processing**
  - a. Actions:**
    - i. Continue providing excellent customer service
    - ii. To help better serve the student, continue supporting faculty/staff needs through graphics, mailings, email blasts, posters, banners, signage, scantron evaluations, printing, photocopying, scanning, binding, laminating, document and disc shredding, ordering of letterhead, envelopes and office supplies, service

campus printers/copiers, Waynemail and Common Currency and completing special projects upon request

**b. Resources:**

- i. Personnel: Word Processing staff
- ii. Resources: continue to operate within given budgets

**c. Impact:**

- i. Number of customers/requests

### Staff and Service Priorities (Area Personnel and Service)

**Current:**

1. Manger of Community Relations (Full-Time CP) Community Events work group, Social Events work group, Roo Crew, FLO work group, Wooster Rotary, Wayne Area Human Resource Association, Executive Committee of the Board and Chair of Organizational Marketing Committee of the Orrville Area Chamber of Commerce
2. Design Specialist (Full-Time Staff) Community Events work group, Social Events work group and FLO work group
3. Coordinator, Word Processing Center (Full-Time Staff) College Well Being, Finance Committee, Community Events work group, College Council and Roo Crew
4. Department Secretary (Part-Time Staff) CRU Club Advisor and Global Green Club
5. Department Computer Support Assistant (Full-Time Staff) – Social Event work group, College Well Being, web team staff meetings (Akron) and Aultman Orrville’s Growing Healthy Habits

**Proposed personnel changes:**

1. Fill the Department Coordinator Events – WC position to assist with press releases, social media and on-campus events
2. Bring back other Design Specialist position that was previously eliminated – due to increased graphic demand within the Wayne College umbrella, especially to assist with in-house graphics for student activities and events

### Impact of Initiatives

The impact of the priorities and planning of the Community Relations department will lead to increased enrollment, as we work to advertise 4-year programs new to Wayne College, align our website to better serve prospective students and to continue targeting students through new market trends. By keeping strong media relations and community outreach, we truly become a resource for the community.

### Counseling and Accessibility Services

See: Student Life, Enrollment Management, and Regional Campus Sites

### Developmental Programs

**Mission:**

The University of Akron’s Department of Developmental Programs seeks to apply and advance the theory and practice of developmental education to create an environment that promotes student success, faculty growth as developmental educators, active membership in the university community.

## Strengths and Challenges:

### Strengths:

1. Developmental Programs provides the shortest possible path to ready underprepared students for credit level courses. Reading and writing courses take only one semester, and the entire sequence of math courses can be completed in two or three semesters, depending upon the students' major.
2. Current courses have pass rates comparable to similar institutions, and are sometimes higher.
3. Courses with alternate formats include accelerated, co-requisite, and stretch, provide instruction to meet the varying needs of students so that they can continue to credit level courses.
4. Developmental Programs faculty are an established core of experienced, compassionate, and highly collaborative instructors, promoting department-wide goals and policies that ensure a consistent course and program quality for all students across sections, as evidenced by the use of a department policies page attached to every developmental programs syllabus and the department-wide use of a signed syllabus statement.
5. Great effort is directed at ensuring that students persist from the first half-semester math course through to the second-half semester course including:
  - a. instructor communication with students about the need to make schedule changes
  - b. administrator communication with Student Accounts to notify students with balances to resolve those before mid-semester so they can enroll in a needed course
  - c. administrator communication with advisors about students who will need to make schedule changes including:
    - i. advance notification of the event and the process
    - ii. twice daily notification of student grades and the need for schedule changes in the short period between half-semester
    - iii. notification of student drops in advance
    - iv. notification of student drops afterwards
    - v. follow-up on specific students with extenuating circumstances
    - vi. mediation between student/advisor/instructor regarding late admission to class
    - vii. education of advisors on department policies and strategies for ensuring student retention using the department web page, attendance at advisor meetings and personal communication
  - d. instructor communication with acting director to ensure appropriate placement of students

### Challenges:

1. Because of the absence of administrative support, the Acting Director's time to focus on leading and guiding new initiatives, collecting and analyzing data is limited.
2. Due to University structural changes over time, we are no longer able to provide well-coordinated wrap-around services to support student progress through developmental courses.
3. To accommodate the needs of all students so that they can move more quickly and successfully through the developmental course sequence, we would like to develop alternative course formats.

4. We would like to research and develop courses with more powerful pedagogies to increase course success rates.
5. Continue improvement of the placement process.

### Priorities and Planning

1. Administrative support: Without support in the office, the acting director will continue to have limited time to plan, implement, monitor, or assess department initiatives.
2. Developmental Programs tutorial services
  - a. Rationale: We would like to hire tutors specially designated to support Developmental Programs courses since current tutorial support services do not seem to have the resources or the inclination to integrate closely with Developmental Programs courses.
  - b. Tutors would be hired to:
    - serve as peer tutors and learning assistants for basic writing students
    - serve as peer tutors and learning assistants for math courses, especially those of an extended/supported nature
    - tutors to provide workshops on topics that are routinely obstacles to student success
3. Research, and if indicated develop and implement other course formats and policies, possibly including:
  - a. Math courses:
    - modified Fun I-IV courses with additional support required for students who have previously failed the half-semester version twice
    - courses that initially assess for a key basic skill and require students to demonstrate that competency as a component of course completion
    - possible co-requisite course offerings
    - pursue changing the Fundamentals of Math V course to four load hours instead of three
  - b. Reading
    - expand the use of corequisite courses attached to content courses in place of stand-alone reading courses
    - consider offering an integrated reading/writing course in place of stand-alone reading courses
4. Placement-develop a policy to allow under-placed students move to an appropriate course
5. Impact measures:
  - course pass rates
  - subsequent course pass rates
  - retention rates

### Staff and Service Priorities (Area Personnel and Service)

Current:

10 Full time non-tenure track faculty:

#### Math

- Kathy Ciszewski

#### Writing

- Rebecca Mc Donald

#### Reading

- Shawn Bixler

- Mark Duell
- Thomas Johnson
- Lynn McKnight
- Ronald Shaffer
- Karen Stein
- Janet Thompson
- Michelle Miller

Part time faculty:

Ranges between 25 in the fall to 5 in the spring in a typical year; many have been working for the department consistently for years.

Proposed personnel changes:

- Replace previous administrative assistant with full or part time administrative assistant who will provide administrative support for 20-40 faculty and supervise 4-5 student assistants; completes hiring paperwork, PAFs, TAARs, does scheduling and course maintenance, manages day-to-day running of the main office; responds to student, advisor and faculty inquiries and requests, assists in planning and running department events; assists in PERC and mid-semester transition of half-semester courses, maintains or supervises maintenance of office equipment, takes minutes for faculty meetings, other duties as required.
- There is no other unit on campus with this many faculty that has no administrative support.

### Impact of Initiatives

In summary, the impact of the above initiatives would allow students to be consistently prepared for credit-level courses in the shortest possible time frame with pedagogies and course offerings that meet their varied learning needs.

**Developmental Programs will impact the course success rate, subsequent course pass rates and retention of under-prepared students.**

### Library

Wayne College Library Mission:

In support of the mission of The University of Akron Wayne College, the Library provides resources and services to promote information literacy for lifelong learning.

Library Vision:

The Wayne College Library will be the hub of intellectual activity and discovery on campus. The Library will lead efforts and partner with Faculty to ensure that all Wayne College students master information literacy skills. The Library will be known and valued for its superior services, cooperative spirit, comfortable environment, useful and relevant collections, cutting-edge technology, and knowledgeable and innovative staff. Patrons who utilize the library's resources and services will feel a connection with the library based on the personal attention and service they receive.

### Library Values:

The vision and strategic priorities of Wayne College Library are built upon the following values. These values guide the library staff in service to library patrons as well as workplace and collegial relationships.

- **Service and Helpfulness:** We are committed to communicating and providing services in a manner that our colleagues and patrons will remember as proactive, courteous, and beyond expectations. We strive to ensure our patrons know that they are appreciated and that their positive experience is our highest priority.
- **Teamwork and Cooperation:** We foster collaboration and a collegial work environment with open communication and transparent processes. We strive to cooperate with our colleagues and other organizations to streamline processes, share resources, and reduce redundancies.
- **Respect:** We treat one another with respect and value the diversity others bring into the library every day.
- **Lifelong Learning and Development:** We are committed to ongoing learning for both individual and organizational growth and strive to inspire the same dedication to lifelong learning in all we serve. We actively participate in a culture of professional engagement to keep up with constantly changing library trends.
- **Creativity and Flexibility:** We meet the changing needs of our library patrons by seeking innovative solutions and creative ideas. We are flexible and open to trying new approaches and technologies that may benefit our library patrons.
- **Integrity, Accountability, and Quality:** We continuously evaluate and improve our processes and services to exceed the expectations of those we serve.

### Strengths and Challenges:

#### Strengths:

- The library staff are:
  - Highly creative
  - Team oriented
  - Innovative
  - Problem solvers
  - Student-focused
  - Known for excellent customer service standards
  - Active contributors to college-wide initiatives

#### Challenges:

- **Outreach:** challenging to give same level of service to off-campus (satellite, CCP at high schools, online) students and faculty
- Getting materials into patron's hands in 48 hours to mirror Amazon-like expectations when some materials are taking 10-14 days to arrive.
- Helping students transition to electronic resources to achieve quickest dissemination of library materials.
- Establishing value of library (facilities, resources, services) to patrons, clarifying the connection between library use and student success

- Understanding various segments of students (adult, traditional, new generation of students, diverse populations, economic issues) to design better solutions for services and resources
- Journal costs: projected to continue to increase by 6% annually while the local budget continues to be reduced.

## Priorities and Planning

1. Establish new “Foundations of Information Literacy” non-credit online information literacy course
  - a. Actions:
    - i. Update current content and enhance with new modules (content, assessment)
    - ii. Create credentialing system (awards feature in Brightspace or printed certificates)
    - iii. Market the new course to faculty and students
    - iv. Assessment plan
  - b. Resources (Personnel, Operating Funds)
    - i. Library personnel: Library Director, Public Services Librarian, Library Associate, Senior.
    - ii. No additional operating funds needed
  - c. Impact measures
    - i. General education communications assessment data
    - ii. Number of participants, course adoption
    - iii. Number of awards (badges, certificates, etc.)
2. Off-campus Outreach
  - a. Actions:
    - i. Outreach: satellite visits, open houses, communications and outreach with off-campus faculty
    - ii. Reference: focus on improving chat / webex / phone experience for patrons
    - iii. Instruction: focus on more online delivery (tutorials, LibGuides, and web conferencing)
    - iv. Collections: focus on more e-content, small rotating on-site collections at satellites
    - v. Delivery: work on consistent, reliable, predictable 3 day delivery loop for all locations
  - b. Resources (Personnel, Operating Funds)
    - i. Library (or college) personnel needs: hire a part-time staff courier (to replace student assistant, not yet hired)
    - ii. All other library personnel will be engaged in this initiative
    - iii. Satellite personnel: training on library systems
    - iv. Operating funds: to be absorbed by current library budget: shipping costs for home delivery, packing materials
  - c. Impact measures
    - i. Increased circulation of library materials
    - ii. Number of items delivered to off-campus locations
    - iii. Number of reference transactions at off-campus locations

- iv. Number of library workshops / webex consultations for or at satellites or high schools
- 3. Support new programs
  - a. Actions:
    - i. Collection development for new programs
    - ii. Information Literacy instruction for new courses
    - iii. Promote new collections / resources to faculty and students
  - b. Resources (Personnel, Operating Funds)
    - i. Library personnel: Library Director, Public Services Librarian, Library Specialist
    - ii. Operating funds: additional funding for new materials in collection
  - c. Impact measures
    - i. Circulation statistics
    - ii. LibGuide creation, LibGuide analytics
    - iii. Expenditures by LC class
    - iv. Number of bibliographic instruction sessions
- 4. Marketing library resources, services, value
  - a. Actions:
    - i. Update marketing plan:
      - 1. Campaigns to promote library resources, services, and value to overall college student success
      - 2. Research communication preference and needs of diverse student population (generation Z, millennials, adult students, full time, part-time, on campus and off campus)
      - 3. Implement communications actions based on findings
    - ii. Assess marketing impact and overall library patron satisfaction: Gather feedback from surveys, flip charts, focus groups, website analytics, resource analytics, social analytics.
  - b. Resources (Personnel, Operating Funds)
    - i. Personnel: Make part-time library associate, senior into a full time staff position
    - ii. All other current library personnel will be involved in these initiatives
  - c. Impact measures
    - i. Circulation, reference statistics
    - ii. Library use statistics (gate count, area usage studies)
- 5. Support OER initiatives at Wayne Campus
  - a. Actions:
    - i. Maintain OER [LibGuide](#)
    - ii. Communicate OhioLINK OER opportunities to college
    - iii. Support Wayne faculty in process of selecting, adopting, or creating OER materials
  - b. Resources (Personnel, Operating Funds)
    - i. Library personnel: Library Director and Public Services Librarian
    - ii. No additional operating funds needed
  - c. Impact measures
    - i. Number of OER textbooks adopted in Wayne sections

- ii. Number of Brightspace classrooms / faculty utilizing e-reserves to enhance / replace textbooks (working with Lisa Nagy)
- d. Impact measures
  - i. Circulation and reference statistics
  - ii. LibGuide analytics
  - iii. Social media analytics
  - iv. Participating in assessment activities, responses to surveys, etc.

### Staff and Service Priorities (Area Personnel and Service)

#### Current:

1. Library Director (Full-time CP)
  - a. Wayne College Service: Chair, IE committee, Bridges to Campus Team, including facilitating Bridges book discussions, College Council, Off-campus service work group, Chair, Water Cooler Group, Roo Crew
  - b. UA Service: UAL User Interfaces Committee, UAL Collection Standards Committee
  - c. Community Service: Roo Crew, Leads / facilitates monthly Fireside Readers Book Discussion group, Vice president, Massillon Lions Club
2. Public Services Librarian (Full Time CP)
  - a. Wayne College Service: College Well Being
  - b. UA Service: UAL Technical Services Committee, UAL Access Services Committee
3. Library Specialist (10 month Staff)
  - a. Wayne College Service: TLC committee, Co-chair, faculty and staff book club, Social Events work group, Roo Crew
4. Library Associate, Senior (Part-time Staff)
  - a. Wayne College Service: Advisor to Waynessence student organization, Co-chair, faculty staff book club, Roo Crew, Salvation Army service coordinator
5. Library Associate, Senior (Part-time Staff)
6. 3 Library Information Desk student assistants
7. 1 campus courier student assistant (unable to fill this semester: currently vacant)

#### Proposed personnel changes:

- Convert part-time library associate, senior position to full-time staff position. We will need additional staffing in the library at the information desk as the librarians will be drawn more often off-campus to support off-campus outreach initiatives (priority #2). This position will also take on additional marketing duties (priority #4)
- New staff position: Add a part-time campus / library courier as a staff position to replace student assistant position (to support priority #2). This position would be shared by other departments as a campus-wide courier affects all areas on campus.

### Impact of New Initiatives

Research demonstrates college students who are also library users are more likely to be academically successful. Success is demonstrated by retention, persistence, graduation, higher first term GPA, higher 4-year cumulative GPA, and finishing college within the traditional 4 years. Defining “library use” can be

tricky, but the following qualities would contribute to the picture of what a college student who is a library user might look like:

- Regularly spending time in a library, any library. This would be focused, deliberate, mindful time used to work on projects, meet with groups, study, read, use library resources, or even stare into space
- Learning to use library resources (independently or through formal and informal instruction)
- Using and/or checking out library resources
- Interacting with library professionals through directional or reference questions or consultations, or by participating in library programming, either in person or virtually

Wayne College Library plans to contribute to the College's retention, persistence, and graduation goals by having a robust college-wide information literacy program (priority #1) and thoroughly marketing the library's value to faculty and students (priority # 4) so they can make sure they are practicing the habits of a "library user" that have shown to truly contribute to college student academic success.

Additionally, the library's priority to improve off-campus outreach (priority #2) will ensure that Wayne College faculty and students, have as many opportunities to be library users as the patrons who are able to come to campus.

As the college works to attract, recruit, and retain new students through expanding programs, including 4-year programs, the library will support new program development with focused collection development and proactive outreach to faculty for library services (priority #3). Collection development, assignment consultation, LibGuide support, and bibliographic instruction will all intersect in a multi-pronged approach to new program collections and services development. It will be essential to have library materials funding earmarked to develop these resources as our library collections currently focuses on general education courses and first- and second-year level.

Finally, many students stop out or drop out due to financial difficulties. At times students make the decision not to purchase their course textbooks due to financial constraints. Wayne College Library plans to support efforts of faculty to adopt open educational resources (open textbooks, electronic reserve materials using materials already licensed through our subscription resources). By increasing the number of OER adoptions on campus, and supporting courses with additional subscription resources, the Library will contribute to student retention and persistence (priority #5).

## Maintenance and Custodial

See: Business Operations and Finance

## Police Department

See: Business Operations and Finance

## Satellite Locations: UA Lakewood

See: Student Life, Enrollment Management, and Regional Campus Sites

## Satellite Locations: UA Medina

See: Student Life, Enrollment Management, and Regional Campus Sites

## Satellite Locations: UA Millersburg (*see also: Student Life Report*)

Mission:

Maintain a Wayne College presence in Holmes County, providing credit and non-credit classes, customized training, special educational activities and events, and other programs and services characteristic of a postsecondary resource in the community. In addition, promote success and retention of enrolled students for continued growth and academic achievement at Wayne College and The University of Akron.

Strengths and Challenges:

Strengths:

- Beginning signs of traditional and non-traditional students pursuing undergraduate degrees enrolled in AY 2016-2019.
- Continuous growth with College Credit Plus enrollment (AY 2017=50, AY 2018=70).
- We work closely with local high school counselors to encourage CCP enrollment and tailor course selection and schedules around the high school bell schedule.
- Early morning course offering (7:30am-campus opens at 7:00am)
- Currently offer on-site Writing Tutor during operating hours to better serve students and encourage academic success.
- Additional assistance with software training upon request to promote student success and ease of transition for first-year students (Brightspace and Library Services)
- UA Solutions day and evening course offerings in Spring, Summer, and Fall.
- On-site liaison for students and faculty to support student services, library services, academic affairs, Dean's Office, technical support, maintenance, and community relations.
- Provide other programs and services to all community members related to higher education (ACT Prep Workshop, ACT Testing, and Financial Aid Workshops).
- Participate in community events representing and promoting Millersburg, Wayne College, and The University of Akron (Holmes County Fair, College Fair, Career Fairs, and community fundraising events).
- Representatives participate in civic and community organizations in Holmes County (Chamber Member events)
- Hosts community events (Organizational meetings and Workshops).
- Regaining a positive image for the College within the community
- Re-established and maintaining relationships with individuals and groups who provide input and support for continuous growth of the Millersburg campus.

Challenges:

- Academic programming is limited due to the lack of faculty and staff. More faculty is needed for general education courses and for two-year and four-year programs. More staff is needed to support more academic programming and longer operating hours and evening courses
- Two distance learning classrooms and no distance learning course offerings.
- Difficulty retaining part-time adjuncts primarily due to full-time employment elsewhere or unwilling or inability to travel the distance to Millersburg (28.5 miles from Wayne College one-way, 19.0 from Wooster, and 55 from Main Campus).
- Currently do not have a good method for identifying the community's educational needs in order to provide courses, programs, and services. Unfortunately, using historical data regarding previous programming and the limited data and advice received during events, we still have the re-occurring challenge with faculty and staff restrictions and academic programming. Therefore, we cannot meet those needs (Accounting & Mental Health Certification, Tier III Gen Ed courses, and Associate Technical Studies).
- Communicating to the public to promote credit and non-credit courses. Budget restrictions make it difficult to promote courses and events at the Millersburg Campus. Several past surveys and most surveys conducted have indicated that this community responds more to communications in print; not social media and electronic communications.
- Currently not enough community engagement and interaction with other civic organizations, businesses, and other educational entities to promote Wayne College and The University of Akron in Holmes County.

## Priorities and Planning

1. Adequate Faculty & Staff
  - a. Actions:
    - i. Marketing efforts in local newspaper for part-time faculty (retired teachers).
    - ii. Attend Holmes County School Board Meetings to promote opportunities in Millersburg Campus
    - iii. Increase load hours for those part-time adjunct who have received positive reviews and maintained consistent employment with Wayne College.
    - iv. More community engagement to receive referrals and solicit qualified professionals who may not have considered teaching.
    - v. Traditional and DL Evening Classes
  - b. Resources (Personnel, Operating Funds)
    - i. April Blood – currently only part-time.
    - ii. Three part-time adjuncts who have been consistent and received positive reviews and student referrals since 2016.
    - iii. Referrals received on-site for new part-time faculty opportunities are those who are only available in the evening.
2. Implement more course and certificate opportunities
  - a. Actions:
    - i. See #1 for Faculty and
3. Community engagement
  - a. Actions:
    - i. Allow more resources: Full time and part time staff

## Smucker Learning Center

See: Student Life, Enrollment Management, and Regional Campus Sites

## Student Activities and Organizations

See: Student Life, Enrollment Management, and Regional Campus Sites

## Student Life, Enrollment Management, and Regional Campus Sites

Student Life Areas:

- Counseling and Accessibility Services
- Smucker Learning Center
- Student Activities and Organizations
- Wayne College Athletics

Enrollment Management Areas:

- Academic Advising Center
- Admissions and Testing Center
- Student Services Center

Regional Campus Sites:

- Lakewood Campus
- Medina Campus
- Millersburg Campus

Mission:

To maximize enrollment throughout the University of Akron Regional Campuses and provide excellence in student services support for academic success

Strengths and Challenges:

Strengths:

- In all areas of student life, enrollment management and regional campus sites, having a dedicated, student-centered staff, which provides high quality customer service and seamless processes to students, in a local campus environment
- In an open admission environment, providing retention through mentoring and tutoring while fostering a learning environment that leads to student success
- Provide connection to community through recruitment outreach and on-campus event programming
- The only college presence in Holmes County (UA Millersburg) with a connection to the community and school district
- Building partnerships with local organizations and providing facilities for community programming (UA Medina)

- A thriving Social Work program (UA Lakewood), which has made connections with area community colleges and continues to grow enrollment
- Strong connection with local high schools through outreach and the largest regional campus College Credit Plus program in the state
- Providing locally accessed student services for expedited student problem solving
- Provide access to local, face-to-face services is academic advising, military services, financial aid and scholarship counseling, new student orientation, counseling and accessibility services.
- Giving students a campus based student life environment through student programming, student organizations and athletics.
- Assisting to recruit and retain students through the Wayne College Scholarship Funds.
- Assisting students who have emergency needs through the Help-A-Zip and Student Emergency Fund programs

#### Challenges:

- Building overall enrollment in an environment without many degree programs to promote, in counties that have high job employment rates, for people who want to get their education locally.
- Being able to provide adequate student services and student life without additional personnel at all locations
- Developing more degree programs and courses at the regional campus sites of Lakewood, Medina and Millersburg
- Continued development of facilities at the Regional Campus sites
- Attracting more College Credit Plus students who take Wayne College courses to transition to University of Akron degree seeking students
- Achieving pay equity for staff and contract professionals in the student life and enrollment management areas
- Developing a process that will allow the “Pathway” students from the Akron Campus to be more success. (Deal with the transportation issue)
- Outreaching student services areas to the regional campus sites
- Providing counseling and ADA services to a growing population

#### Priorities:

1. Expand recruitment at all campus sites
  - a. Actions
    - i. Recruit for new programs in Business and Nursing (and any other new programs)
    - ii. Outreach more to community business and organizations to recruit adults
    - iii. Assist the Social Work program at Lakewood to recruit at area community colleges and continue to support them with student services from the Wayne Campus
    - iv. Work with the Akron Campus Enrollment Department to implement their CRM program for the Wayne Campus to expand the follow up to Wayne College applicants

- v. Continue to assist the UA Akron Campus with the transition of those students who are deemed to be “Pathway” students for the Akron Campus
    - vi. Pursue offering more courses options at the Regional Campus sites in Lakewood, Medina and Millersburg
    - vii. Expand recruitment at Millersburg for first-year freshman and adults
    - viii. Work with the Akron Enrollment Management Office to ensure recruitment for regional campuses is part of the overall plan
  - b. Resources (Personnel, Equipment and Publications)
    - i. Add a Coordinator position at the Millersburg site to outreach and liaison with the Holmes County Community
    - ii. Add an additional PT staff person to support clerical needs at the Lakewood Campus, which would allow the Director of the Lakewood Campus to be more active in program and course development, while making connections with the community
  - c. Impact Measures
    - i. Increase overall enrollment of new students at the campus sites
    - ii. Increase evening and adult enrollment at the campus sites
2. Expand and enhance the College Credit Plus (CCP) Program
- a. Actions
    - i. Continue outreach to area high schools the recruit new students to the various
    - ii. Continue to modify the orientation process to make it informative and enjoyable experience which promotes UA Regional Campuses and the University of Akron as a future destination
    - iii. Develop and implement a plan to convert a higher number of College Credit plus students to the Regional or Akron Campuses
    - iv. Revise, redesign and re-introduce the Wayne College – College Credit Plus Scholarship
    - v. Examine the midrange payment of \$80+ per credit for when the a Wayne faculty member has been sent to teach a course at a high school
  - b. Resources (Personnel, Equipment, Publications)
    - i. The College Credit Plus program may need additional advising assistance if it continues to grow
    - ii. Working with Marketing to develop a document/brochure which can help sale the UA Regional Campuses and the University of Akron to current CCP students
  - c. Impact Measures
    - i. Increase College Credit Plus enrollment at each regional campus site
    - ii. Increase the number of students who transition from the Regional Campus College Credit Plus program to be students at one of the campuses of the University of Akron
3. Provide quality student services to all regional campus sites to assist in retention and student success (grow enrollment by retaining students)
- a. Actions
    - i. Continue to identify low performing students and provide assistance through intervention by academic advisors and Smucker Learning Center

- ii. Provide services through counseling and accessibility services which give students an equal opportunity for academic success
  - iii. Expand tutoring and mentoring services to all regional sites as needed
  - iv. Provide student programming which promotes community service, student engagement, and student completion, while expanding student activities and athletics to the Medina Campus (identify students who would like to participate in athletics at Wayne)
  - v. Enhance Career Advising/Counseling to Regional Campus students
  - vi. Promote the advantages of UA Wayne College Scholarships and the Student Emergency Fund Assistance (SEFA)
  - vii. Provide more safety and security through a higher understanding/awareness of Title IX and the Student Judicial Affairs process
- b. Resources (Personnel, Equipment, Publications)
- i. Add a staff member to assist in the Smucker Learning Center to provide clerical assistance for tutoring and accessibility services
  - ii. Add a PT counselor/advisor to assist in career development for the regional campuses or get assistance through a Career office at Akron
  - iii. Replace vacant evening PT staff member at the Medina Campus
  - iv. A timely process of hiring new employees to the area
- c. Impact Measures
- i. Increase retention rates of in all categories for regional campus students
  - ii. Assist in guiding a higher percentage of students to get degrees through the regional campus system

## Student Services Center

See: Student Life, Enrollment Management, and Regional Campus Sites

## Technical Support Services

See: Business Operations and Finance

## UA Solutions

Mission:

The mission of UA Solutions (UAS) is to provide customers with a competitive advantage by encouraging them to utilize The University of Akron's expert consulting and customized training resources. With its customer-focused approach and deep knowledge of the educational requirements today's economy demands, UAS helps businesses, government and individuals develop workforce solutions that will better empower them to meet regional and global challenges.

Services Provided:

UAS provides corporate training, certificate programs, and consulting, utilizing the resources of the University and industry experts. These noncredit educational services are recognized as a key resource

for improving skills and expanding opportunities for persons in Northeast Ohio. Many courses are approved by professional, national and state organizations and license recertification.

Target market:

- Companies – customized training and consulting
- Individuals – certificate programs for professional growth
- Professional organizations – recertification classes for required professional educational units
- University departments – collaboration to develop and promote credit and non-credit courses

Strengths and Challenges:

Strengths:

- Our major competitive strengths are the resources at The University of Akron and the ability to package training programs to meet industry needs.
- Can quickly design, develop and deliver career- or employer-specific curricula, often providing such curricula as a bridge to credit coursework.
- Loyal customer base.
- Opportunity to offer classes at all locations: Akron, Wayne, Holmes, Medina and Lakewood.

Challenges:

- Brand recognition.
- Not having a director limits our ability to build corporate partnerships and participate in community organizations/events.
- Small staff size makes creating and marketing new programs a challenge.

Priorities and Planning:

1. Change department name to “Workforce Training Solutions”
2. Rebrand: Our department has struggled with recognition since the department name has changed six times in the last 20 years
3. Recognition within the University: Many employees of the university do not know we exist or what services we offer.

Staff and Service Priorities (Area Personnel and Service)

- Jean Spangler, Office Manager
- Rose Withem, Sales Executive

New Initiatives:

1. Partner with University departments to offer credit programs as noncredit certificates: Sell empty seats and provide certificate and CEU’s for professional re-certification to increase college and general fund revenue.
2. UA Market Driven Initiatives: Work with colleges to market and deliver specialized workshops to increase college and general fund revenue.
3. Market survey to determine educational needs and deliver courses at all locations

## Word Processing and Graphic Design

See: Community Relations

*Last update: 11/1/18 ML*