Message from the President

The Decade of Dreams strategic plan began as a request by the boards of trustees of the University of Rio Grande and Rio Grande Community College to think big, and dream accordingly. The process began at an October 2010 retreat, during which time trustees, faculty representatives and staff identified issues facing Rio Grande and opportunities for the future. Through rich discussions with our stakeholders, we began to imagine the years ahead, as we entered a new decade filled with both promise and challenge.

At a time when we were encouraged to plan ahead, there were many heavy anchors weighing down our movements. The last few years represent one of the most difficult economic times, one in which graduates from across the country were unable to find gainful employment. At the same time, thousands of adults found themselves out of work, sometimes suddenly and without a roadmap for their future. Technology was changing at an exponential rate, and the old adage that “if it works, it’s obsolete” was in full force. More frightening was the sense that many American workers reached a sense of personal obsolescence at a near paralyzing rate. So many questions arose, with few answers. Yet one glaring truth emerged – education is the pathway to a more healthy and sustainable economy.

The trustees, faculty and staff of Rio Grande embraced the call to action. It was, and is – our time. Nestled in the beautiful hills of southeastern Ohio, the dominant Appalachian culture is one of family, loyalty and hard work. We knew then, as we know now, the University and Community College are an integral part of that family. It is not only our opportunity, but our ethical duty to respond.

This plan is, indeed, a decade of dreams packaged in a vision for post-secondary education for the region, our students from Ohio and other states, and globalization through partnerships with other countries. Four tenets emerge as impacting all areas of our future – Image, Quality, Customer Service and People. Specifically, five areas of concentration developed from the extensive work of our trustees, employees and over 300 stakeholders throughout the region. These demonstrate what matters most, and the many faces that make up the fabric of the Rio Grande experience. They are: Financial Stability, Access, Culture, Economic Development and Student Services, all equally important to the future of Rio Grande. As with any dream, we had to move through a time of reflective thinking, research into trends and extensive active listening. At the end of the day, it became very easy to see where we had been, and where we need to go for the next decade.

I want to personally thank the trustees and employees for their work and commitment to this plan. Like all dreamers, we had many restless nights, followed by a sense of remembering our thoughts and a sharp thrust into the epiphanies which directed our journey. To our stakeholders in the four counties – Gallia, Jackson, Meigs and Vinton – thank you for taking the time to dream with us. For the many others who gave us their ideas on academic disciplines, cultural events, business and education partnerships, we extend deep gratitude. From the longest distance of Carmarthen, Wales – thank you for joining us via technology to dream together about our relationship with the expanded Trinity St. David’s University. For all of you and the thousands of students (past and future), this is your plan.

Barbara Gellman-Danley, President
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Chapter One
Executive Summary

Background and Introduction

One of the most important responsibilities of board members at a college or university is to set the strategic direction for the institution. At the annual retreat of the University of Rio Grande and Rio Grande Community College boards of trustees held in October 2010, the members fully embraced that mandate. Simply put, they charged the President and leadership team to “think big.” Set in that context, this plan is Rio Grande’s Decade of Dreams.

The University and Community College forged a unique partnership in the early 1970s in order to best serve students in the region. Rio Grande’s mission is to maintain rigorous standards in its undergraduate, graduate, and adult education programs and to engage students from a wide spectrum of abilities and backgrounds while consistently preparing students for the challenges of living fulfilling lives, reaching career goals, and being responsible citizens in a culturally diverse, global community. As part of the planning process, those original tenets were reviewed, and a blueprint for the next decade is now written.

The Process

The process of any strategic initiative is even more important than the plan. This is true for Rio Grande, as literally hundreds of stakeholders were interviewed, surveyed or asked to participate in town hall meetings. The directive for all faculty, staff and administrators was to “actively listen to those affiliated with the institution,” rather than simply present our own ideas. Rio listened to students, alumni, artists, writers, nurses, athletes, our four-county business and school leaders, elected officials, international partners and friends.

A significant part of the process was dedicated to researching the trends which impact higher education – and their implications for Rio Grande. A palpable sense of excitement grew about our future and the clear indicators that we were a valued asset for the educational and economic development of the region. While each department will develop an individual plan to support the institution’s strategic initiatives, this plan includes a substantial portion of all participants’ goals and objectives.

The Timeframe of the Plan

The plan refers to a decade because we enter a new one with the fiscal year during which it was written. The specific “dreams” and the goals/objectives cover the initial five-year period (2011-2016). It is the intent of the institutional leadership to review the measurements of success each year, and target March 2015 to fully develop the next five years of the plan. This will be completed by December 2015 for implementation at the end of the fiscal year in 2016.
Environment Analysis

The following four themes emerged from the extensive work done on the environment analysis – both external and internal. They are:

**Image**

It is very important to define the image of Rio Grande – its brand, positioning and competitive advantage. The image is also reputational and is defined through the appearance of our campus and its many buildings and classrooms. The first impression potential students and parents hold of a campus visit is based on the condition of the physical plant, but also the image projected by the tour guides, the faculty, print and online recruitment, etc. To that end, a marketing firm will be hired early in the planning years, but the actual image of Rio Grande remains in the hands of all stakeholders, beginning with the Boards of Trustees.

**Quality**

Quality is measured in our programs, our graduates, our level of professionalism, and how we meet the demands of a diverse audience. The Rio family recognizes its strengths and weaknesses, and intends to raise the bar on a daily basis. Throughout the planning process, participants emphasized a passionate dedication to continuous quality improvement for Rio Grande as a benchmark for measuring our success.

**Customer Service**

Stakeholders often noted the importance of serving our learners as if they were customers. They have a choice to go to other institutions, including hundreds of online programs. This plan demands a very serious look at offering our students the kind of service that makes them want to come to Rio Grande, to stay through graduation, and to become lifelong advocates and supporters as alumni. We also must offer quality customer service to our own employees, as well as the many stakeholders who support or benefit from our programs – academic, cultural, athletic, etc. It is the intent of this plan to heighten the awareness of the many aspects of customer service, and respond in aggressive and measurable ways.

**People**

The University of Rio Grande and Rio Grande Community College are nestled in the beautiful hills of southeastern Ohio. Along with that location comes a deep sense of Appalachian values. We respect family, loyalty, hard work and commitment to our purpose as educators.
The Goals

The planning process identified five major goal areas. They are the dreams within the plan. Without any advanced awareness, we found the first letter of each area spelled out the word F-A-C-E-S. Therefore, we present the many faces of Rio Grande, read in counter-clockwise order to assure a special focus on students first.
Personnel and Staffing Recommendations

**Professional Development**

Professional development of employees is an important part of this plan. Rio needs to focus on the people responsible for educating and serving our students, as well as working with the many stakeholders affiliated with the University and Community College. To that end, there will be increased attention to scholarly pursuits of faculty, participation in publications, speaking engagements and attendance at relevant conferences. Each employee will be encouraged to develop an individualized professional development plan. For some, this will mean completion of additional degrees for both personal growth and the benefit of Rio Grande. For others, it will translate to attendance at on-campus sessions with outside speakers, and for still others, it will ultimately lead to sabbaticals for learning. In order to meet these needs, professional development fundraising will be an integral part of the next “capital” campaign, as human resources are our most important capital at Rio.

**Staffing**

In order to meet the goals of the plan, faculty and staff numbers will be increased as possible – aligned with priorities. However, they will only be added if sufficient revenue is raised through growth and new initiatives. It is critical to note that this is always a Catch-22, because without a focused increase in personnel, the goals of this aggressive plan will be delayed. Rio will explore all options for staffing in the most critical areas of the institution to meet the needs of our learners.

**The Vision**

By the year 2016, Rio Grande will be a vibrant institution fulfilling its mission and living up to its many legacies. It will once again become a cultural destination place for the region, in collaboration with key partners in the region and in “our own back yard,” the Bob Evans Farm. Rio will serve the needs of students who need assistance in bridging their own college readiness skills and serve the workforce development needs of the region. With a focus on student success, Rio will move toward an exemplary career placement program to link graduates to gainful employment.

The image of Rio Grande will be one of a partnership that maximizes the strengths of each institution presented since 2009 as “One Rio.” As Rio provides a quality education to our students, we also will strive to become one of higher education’s “Best Places to Work” institutions through a focus on the people who commit their time and passion to this very special institution in southeastern Ohio. In so doing all of the above, we will be fiscally responsible and viable for many decades. We will become a highly efficient, affordable and quality place for post-secondary education, lifelong learning and short course certificates and training for continuing professional development.

**Next Steps and Evaluation**

The plan will be followed by strategic and tactical plans for each department, linked to budget and tied to performance evaluations. This plan belongs to those who wrote it; they are committed to reach the dreams and become an active part of its success.

**In Appreciation**

A great deal of gratitude is extended to those who helped create this plan through research, writing, listening to stakeholders and an extensive amount of critical thinking about our future. Thank you to those who helped edit the plan and created graphics to enhance its presentation. We also want to thank the Evan Davis Family for providing seed money to develop the plan and funds to support several of its most important initiatives. It is time to make the dreams come true.
Chapter Two
Environment Analysis

Description of the Process

The Rio Grande Environment Analysis was developed as follows:

1. Each department conducted research based on the trends impacting our learners and other stakeholders.

2. The information gathered was broken down into three areas:
   a. National Trends (and International if relevant).
   b. State Trends.
   c. Local/Regional Trends.

3. After reviewing the findings, preliminary ideas emerged as to the implications for Rio Grande.

4. Internal environmental analyses were written by area, reflecting openly and transparently strengths, weaknesses, opportunities and threats for the University and Community College. They were also followed with a list of suggestions and implications for Rio.

5. Stakeholder meetings were held – by county and by areas of interest (see Appendix).

6. Minutes from the stakeholder meetings were shared online and are available for all Rio employees to review.

7. Surveys were conducted of alumni and all library users, to provide broadened insight into the needs and wants of our own “customers.”

8. All of the above is posted online for our employees and trustees and available on request to others.

Following are the results of this extensive work. It provides the foundation for the conclusions and recommendations for the Decade of Dreams.
Department Findings

Academic Affairs: Overall

External Environment

National/International Trends:

- Increasing trend to perceive students as customers.
- Increasing attention paid to the issue of accountability. This is exemplified by the focus on student learning outcomes assessment and the desire by some to centralize accreditation under governmental oversight.
- Increasing attention to the need to provide flexible access for different populations of students, including adult students.
- Increasing focus on internationalization with respect to curriculum and student enrollment.
- Increasing awareness of the need for academic programs to be market sensitive.

State Trends:

- Ohio produces more bachelors’ degrees per capita than the national average, but, like several other states, many college graduates leave Ohio. (The Ohio Board of Regents/OBR)
- Educational attainment for Ohio’s African American and Hispanic citizens is far below that of its white population. (OBR)
- Ohio is close to the bottom of midwestern states in high school students taking at least one upper level science course.
- Students take fewer Advanced Placement (AP) courses than their counterparts in other States. (OBR)

Regional/Local Trends:

- Regional increase in unemployment and low socio-economic status.
- Large percentage of first generation college students.
- Significant number of underprepared students (approximately 62% of students at Rio take at least one remedial course).

Implications for Rio Grande:

Included in each of the following sections.

Note: While many references are listed in the plan, extended sources are listed on the Rio Intranet.
**Academic Advising**  
(New Student Advising Office, Testing & Career Services)

**External Environment**

**National Trends:**

- Academic advising plays a critical role in connecting students with learning opportunities to foster and support their engagement, success, and the attainment of key learning outcomes.


Effective developmental academic advising supports the social and intellectual growth that occurs during the college experience, regardless of the age at which students begin their postsecondary journeys or their level of preparedness for college-level work. It is grounded in teaching and learning. High quality educational institutions understand, embrace, and are responsive to the complex nature of effective teaching as well as to the myriad ways in which people learn.

  *Reference: Ibid*

- Increasingly, campuses are developing assessment plans for academic advising that identify what students are expected to learn as a result of participating in academic advising.

  *Reference: Ibid*

  - The advising syllabus articulates the particulars, and perhaps unique goals and outcomes for academic advising.

  - Acknowledges the variety of ways in which academic advising might be organized (e.g., individual school/college-based, centralized advising center) and delivered (i.e., faculty, professional academic advisers, peer advisers).

  - Identifies expectations for students and advisers in the academic advising relationship.

- Colleges are attempting to improve contact with, and service to, students by requiring students to meet on a regular basis with their advisors.

- A team approach utilizes the services of advisors, counselors, and faculty members to create and employ a systematic and comprehensive approach to academic and career advising.

- Emphasis on computer-assisted advising includes a reduction of time in transcript evaluation, improved accuracy in advisement, and a reduction in unnecessary costs and tuition dollars and aid spent.

- Economic downturn and job loss have resulted in an older, less traditional college student, and an immediate need for retraining and skills with which to re-enter the work force.
State Trends:

- The University System of Ohio Strategic Plan calls for graduating more students, and keeping them in the state.
- Academic advising plays an important role in helping students reach college success.
- Funding formulas in Ohio directly link the State Share of Instruction (SSI) to success points of learners; advising is critical to assure compliance.

Local Trends:

- Students are increasingly underprepared for entrance into, and successful completion of, the community college experience.
- Area schools push for a focus on college and career readiness.

Implications for Rio Grande:

- Review and update the delivery of the developmental education programs with a focus on student success and higher retention and graduation rates.
- Add a requirement for all students to meet with the appropriate academic advisors prior to registration for accurate scheduling of classes.
- Strive to meet national testing levels and standards.
- Increase technology access to better handle the volume of students served.
- Rio can strengthen advising efforts by moving towards a curriculum model of academic advising recommended by NACADA which include these student learning outcomes:


  Student will be able to:

  - Craft a coherent educational plan based on assessment of abilities, aspirations, interests, and values.
  - Use complex information from various sources to set goals, reach decisions, and achieve those goals.
  - Assume responsibility for meeting academic program requirements.
  - Articulate the meaning of higher education and the intent of the institution’s curriculum.
  - Cultivate the intellectual habits that lead to a lifetime of learning.
  - Exemplify the behaviors of citizens who engage in the wider world around them.

- Rio will review and reorganize the Career Services office to better meet the needs of learners.
Overall Academic Goals:

1. Develop a liberal education program—mostly through general education reform—which is collaborative and integrative across disciplines.

2. Identify academic centers and pedagogy which are distinctive and known regionally for excellence—one such possibility may be to promote hands-on and experiential learning (including service learning) throughout the institution.

3. Enhance institution’s academic climate with programs such as an effective Honors Program and Writing across the Curriculum efforts. Support student academic experiences with respect to research, scholarship, and artistic endeavors.

4. Develop a center and programming for career planning and placement.

5. Improve college readiness of students by reforming developmental education and the first-year experience.

6. Create initiatives to support relevant and measurable faculty development; that is, professional development of faculty within their disciplines.

7. Increase the cultural footprint of the institution through programming in the arts and theatre, speakers, and community outreach.

8. Enhance internationalization through study abroad, faculty exchange, and cooperative agreements for degree programs. Explore the feasibility of a revitalized ESL program.

9. Improve classroom and online technology and support.

10. Improve the effectiveness and efficiency of the advising process.
Research indicates the popularity of the Business degree is often rated in the top spot nationally.

Academic Departments

Business

External Environment

National Trends:

- Research indicates the popularity of the business degree is often rated in the top spot nationally.
- Top three most desired degrees: Business Management, Accounting, and Information Technology (IT).
- Distance learners are increasing in numbers at a rate of 17%.
- Distance learners are:
  - Military – often funded through the federal government.
  - Working adults.
- Technology implications imply:
  - More interactive classrooms.
  - Research shows blended (hybrid) courses are more effective for student learning.


State Trends:

- The pool for younger students is decreasing.
- According to the Ohio Board of Regents:
  - State trends demonstrate growing enrollment for adult learners.
  - For the last four years, business degrees rank second in number to those in the health area.
  - Business students rank second in gaining employment behind healthcare.
  - Business students rank third in salary earnings behind healthcare and engineering.

Local Trends:

- The growth in adult learners is reflected locally as well.
- Nearly 80% of Rio students commute to campus or take online courses.
- Business students are finding work in the area with multiple employers.
- Layoffs in the area have created a non-traditional market.
- The returning military veteran population is growing.
Implications for Rio Grande:

- Students are increasingly technology-centered.
- Non-traditional student populations are growing.
- Traditional student populations are forecast by OBR to decrease.
- Blended (hybrid) education is cutting edge due to increased effectiveness.
- The School of Business has a great potential to increase student enrollment.
- There remains a need for a minor and possibly major in Entrepreneurial Business (local job creation).
- Room to grow includes:
  - Creating new programs and markets will lead to increasing revenue and student enrollment.
    - Meigs Center: create a four-year Business degree.
    - Vinton County: create a two-year Business degree.
    - Masters in Business Administration: consider expansion into Meigs and other areas off the main campus.
    - Increase the online reach to students.
  - This growth is supported through affirmation from local leaders and University administration and governance.
- Become the Business “Go To” spot for local businesses.
  - The Ohio State University Partnership.
  - Faculty, community, and business involvement.
  - Alumni and area business success seminars/speaker series.
- Enhance Visitation Day activities.
- Continue and increase the number of travel opportunities for students (i.e., New York and New Orleans).
- Update the Accounting program to reflect new standards – federal and international.
- Implement day trips to local successful businesses/corporations.
- Seek business sponsorships for program activities.
- Increase faculty participation in radio and newspaper interviews.
- Publish a newsletter using students in appropriate business clubs.
- Create a Professional Visitation Day (successful alumni and community professionals).
- Seek and obtain The Association to Advance Collegiate Schools of Business (AACSB) program accreditation.

Nearly 80 percent of Rio students commute to campus or take online courses.
Five-Year Priorities:

- Update technology; plans are underway.
- Develop a favorable working relationship with local businesses.
- Expand degree markets: Meigs, Vinton County, online/distance, MBA.
- Increase marketing to align with the institutional plan.
- Develop a culture of research and publication.
- Develop a culture of excellence.
- Develop a plan for administration of endowments, and seek to establish new sources of funding.
- Develop a Bachelor’s degree in Small Business to feed into the MBA.

Funding Sources:

- Endowment for the maintenance of Bob Evans Farms Hall.
- Endowment for the promotion of Business in Southeastern Ohio and Support of the School of Business.

Loren M. Berry Center for Economic Education

External Environment

Implications for Rio Grande:

- Outreach programs increase visibility for Rio Grande.
- Programs help recruit students for Rio Grande.
- Provide revenue through workshops for teachers.
- Work closely with the School of Business to recruit more business students to participate in SIFE programs.
- Work with other Councils on Economic Education around the state to offer workshops for area teachers.
- Work with pre-service teachers to assist with economic lessons that will be taught to area school students.

Continuing Education and Continuing Professional Education

External Environment

National Trends:

- Our population is aging, particularly in southern Ohio. Baby boomers have an interest in education through classes they may audit, take for credit, or to obtain certifications. Rio Grande needs to serve these unmet needs.
• The number of U.S. workers age 55 and older is expected to increase 43 percent from 2008 to 2018, compared with a two percent increase in workers age 25-54, and a four percent decrease in workers age 16-24. Nearly 12 million of the 12.6 million people expected to be added to the labor force in that time period will be in the 55-and-older age group, with many looking for part-time work in a new career.

• Education and training opportunities must be made available to workers outside the traditional college-age population to retrain those whose old economy jobs have disappeared. These opportunities will need to be affordable and flexible in order to meet the needs of working adults, while simultaneously providing career pathways to jobs that offer middle-class wages.

Reference: InFocus Retrieved from http://www.upcea.edu/pdfs/infocus/UCEAInFocus201003.pdf

State Trends:

• With fewer workers to attract due to the tight labor market, retention is more crucial than ever, and companies are custom designing continuing education programs to attract employees, reduce turnover, improve performance and offer career advancement. Designs include virtual corporate universities and bricks-and-mortar corporate colleges.


• Kent State University is contracting with companies to develop their own virtual universities.


• Ohio has numerous online/onsite opportunities to enroll in continuing education in various disciplines. Some examples include:
  
  o Ohio CEUs provides both online and onsite continuing education for Activity Directors, Nursing, Occupational Therapists, Physical Therapists, Social Workers and Speech-Language Pathologists.
  
  o Institute for Continuing Education (ICE) is an approved State of Ohio continuing education provider specializing in Continuing Education for professional license renewal.
  
  o The Ohio State Board of Pharmacy has approved Adherence, Inc. as a provider of pharmacy continuing education.
  
  o PRN Continuing Education is a high quality, cost-effective, easily accessible resource for continuing nursing education.

• Tuition remission is available for some students over 60, but state reimbursement is retained. Some schools, e.g. Cuyahoga Community College have formal programs.

Our population is aging, particularly in southern Ohio. Baby boomers have an interest in education through classes they may audit, for credit, or to obtain certifications. Rio Grande needs to serve these unmet needs.
Local Trends:

- Senior citizens receive the benefit of free meals in the cafeteria. They can be a very engaged learning community.

Implications for Rio Grande:

- The senior citizens are a potential revenue stream with minimal overhead. We need to meet their lifelong interests/learning needs and increase our revenues.
- Rio needs to review program offerings and consider adding both online and face-to-face continuing education classes in academic areas that already exist; or for example, education classes for current teachers.
- Rio will offer short cycle personal enrichment courses (art, photography, sewing, pottery, gardening, etc.) and a safety course covering OSHA (Rio offers a class covering OSHA but not short cycle for local businesses).

Davis Library

External Environment

National Trends:

- Rising costs and decreasing library purchasing power.
- Rapidly increasing volume of information.
- Ubiquity of digital resources and media combined with expanding user needs and rising expectations for immediate access to these information resources directly to the desktop, laptop and/or other mobile devices.
- Electronic resources redirecting limited funding away from print resources, reducing the continued growth of print collections.
- Open Educational Resources (Open Source) become more prevalent.
- Cyber war, Cybercrime, Cyber terrorism continue to persist.
- Mobile devices will continue to be used increasingly for supporting learning and research.
- Move continues toward library renovation to Information/Learning Commons.
- Digitizing special collections and digital sharing for research.

State Trends:

- Consolidation of information infrastructure throughout the pre-K–12 and higher education (i.e., OhioLINK, INFOhio, OPLIN and the Ohio Supercomputer Center).
- State government funding climate eroding due to continuing deficits as it affects funding for Higher Education in general and OhioLINK and institutional budgets (and subsequently their library budgets) in particular.
- Cooperative Collection Building among OhioLINK institutions.
- Continuing growth of OhioLINK’s Digital Resource Commons.
Local Trends:

- State funding of multi-type Library systems (such as the Southeast Regional Library System) in jeopardy due to deficits.

Implications for Rio Grande:

- With the rapidly increasing volume of information, the University will continue to be tightly bound to OhioLINK as the most cost-effective means to deliver new electronic content to its users. This will require substantial institutional commitment to funding a continued participation in OhioLINK:
  - Funding existing and new electronic resources and initiatives;
  - Funding and maintaining a competent and knowledgeable staff to assist and train students face-to-face, in the classroom, and through electronic media.

- The University user expectations for immediate access to needed information delivered to the desktop or mobile device will require:
  - A commitment to funding improvements to the Library's web presence;
  - Funding software that will bring this presence to mobile devices such as smart phones and pad devices through apps such as Boopsie.

- Davis Library's book collection is dated due to budget constraints. While it is true that the lion's share of funding should be directed toward electronic resources, growing the print book collection at a slow, but reasonable rate, allows the Library to participate as a fully functioning member of the OhioLINK community. Davis Library circulates several thousands of books from its collection annually.

- As access to electronic resources has taken a toll on the use of traditional academic library facilities across the nation, the move to renovate and create Information/Learning Commons will continue. The University should make its Library facility more meaningful by:
  - Funding significantly more computers throughout the facility equipped with a cadre of relevant software;
  - Funding renovation of collaborative spaces designed to aid in creation of multimedia presentations in support of the curriculum;
  - Funding the creation of a coffee house/snack bar within the Library;
  - Cross-training staff in library, IT and instructional media and design assistance skills.

- While still in its early implementation phase, OhioLINK's strategic planning may bring additional cost savings to the University by:
  - Cooperative collection building by reducing unnecessary duplication of resources.

With the rapidly increasing volume of information, the University will continue to be tightly bound to OhioLINK as the most cost-effective means to deliver new electronic content to its users.
• Developing new catalog architecture for its statewide catalog by sharing cataloging records and expertise among member libraries.

• Developing a discovery layer that will provide “templates” for redesigning and reorganizing the library’s web presence.

• OhioLINK’s Digital Resource Commons will become an increasingly important resource for researchers throughout the state and nation. The University has an opportunity to add to this depository of information – information unique to itself and its surrounding regions by committing funding for ongoing digitization of materials from its Archives and its Welsh Center.

• Open Educational Resources are becoming more prevalent and an alternative to traditionally published resources in terms of scholarly e-books, e-textbooks, and e-journals. This growing popularity may provide the Library with an opportunity to assist faculty in locating and reviewing these materials in pursuit of their research and/or selecting textbooks for their courses to provide less-costly alternatives to their students.

• Cyber war, cybercrime, and cyber terrorism may provide the Library with an opportunity to work with students to provide training in secure personal computing habits.

• As State funding of the four regional library systems across the state, namely, Northwest Regional Library System (NORWELD), Northeast Regional Library System (NEO-RLS), Southwest Regional Library System (SWON Libraries), Southeast Regional Library System (SERLS), continues to be eroded by State budget cuts, the local training and professional development opportunities for public, special, and academic libraries is reduced and may place a strain on Davis Library’s limited travel budget.

All citations available online.

Implications for Rio Grande:

• Davis Library gradually met the challenge of converting from a primarily print collection with in-house reference services to a primarily digital collection (through its participation in OhioLINK) with a variety of Internet supported reference services, and has done so with shrinking budgets.

• Even with its primary collections now being electronic, the value of a reasonably slow growth print collection remains viable and one that continues to support not only our own students’ research needs but the needs of students throughout the State of Ohio through OhioLINK’s online patron borrowing. Reasonably slow growth collections, however, require funding support significantly greater than that which has been forthcoming over the past several years.

• The facility needs continuous improvement and staff additions to offer the best service.

• Renovate/transform the library into an information commons.
  o Renovate media preview rooms into collaborative multimedia presentation rooms.
- Significantly increase number of public workstations available on main and ground floors.
- Create coffee shop or café in Library.
- Laptops/tablets for in-house use.
- Cross-training of staff between Library, Campus Computing and Networking, and Instructional Design and Media Services.
- Equip Bibliographic Instruction Room with workstations for hands-on instruction.

- Provide library services via mobile devices (smart phones and tablets).
- Institutionalize an information literacy instruction program throughout the curriculum.
- Provide delivery and pickup of library materials to faculty.
- Increase Honors research.
- Provide honors research carrels.
- Increase cultural programming in Davis Library.

Office Technology

**External Environment**

**National Trends:**

<table>
<thead>
<tr>
<th>United States</th>
<th>Employment 2008</th>
<th>Employment 2018</th>
<th>Percent Change</th>
<th>Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive secretaries and administrative assistants</td>
<td>1,594,400</td>
<td>1,798,800</td>
<td>+13%</td>
<td>41,920</td>
</tr>
</tbody>
</table>

- Job Openings refers to the average annual job openings due to growth and net replacement.


**State and Local Trends:**

- This occupation ranks among those with the largest number of job openings in the state.


- In addition to many full-time job openings for executive secretaries, administrative assistants, and general office clerks, part-time and temporary positions are common.

  *Reference: Ibid*
Implications for Rio Grande:

- Future employment for office technology graduates appears promising.
- Seek funding for new computers for the office technology lab in Room 136 of the Davis Career Center.
- Seek funding for a projector system mounted to the ceiling in Room 136 of the Davis Career Center.
- Keeping equipment and software up to date will keep the program competitive with other educational institutions in the area and in the state.

Diagnostic Medical Sonography (DMS)

External Environment

National/Internal Trends:

- The field of Diagnostic Medical Sonography is expected to experience significant growth with projections published into 2018. Sonography jobs that are specific to General Sonography are projected to experience an 18% increase between 2008 and 2018 at the national level. This translates into approximately 9,200 additional General Sonography jobs created over that 10 year time period (U.S. Bureau of Labor Statistics, 2010).

- The field of Cardiovascular Sonography is expected to experience a 24% increase in jobs. This increase translates into approximately 11,900 additional Cardiovascular Sonography jobs created by the year 2018 (U.S. Bureau of Labor Statistics, 2010).

- The sonography market, especially the cardiovascular market, is fueled by the aging of the Baby Boomer generation. This generation makes up the largest population demographic in the United States. As this generation advances in age, the need for medical services is expected to explode, especially those services that are common to an older population such as cardiology services.

State Trends:

- Comparable to National Trends.

Local Trends:

On a local level, the DMS Program is starting to encounter evidence of market saturation, especially in the General Sonography job market. The most recent class that graduated from the General concentration (Class of 2010) has an employment rate of only 14%, compared to a 100% job placement rate of the Cardiovascular concentration graduates.

Implications for Rio Grande:

- In light of evidence of a saturated market locally, the DMS program is encouraging recruitment efforts outside of southern Ohio. If the DMS program continues to accept local students that are not willing to relocate after graduation, the program may experience a decline in interest due to an inability to find a job within six months of graduation.

- The national market projections of students are very encouraging and the University DMS Program needs to take advantage of the market and expand Rio’s brand outside of the immediate area.

- The DMS Program has the opportunity to continue to be a consistent resource for skilled and well-trained entry-level sonographers at the local and regional level.

- With the redesign of the DMS Bachelor degree program, URG has the opportunity to provide opportunities for online degree completion for practicing sonographers nationally. This opportunity will be augmented through the URG DMS website that is currently under construction.

- The University of Rio Grande, through increased investment in the technological needs of the DMS program, can continue to be a leader in sonography education. Without the investment, the program will not be able to maintain its current level of competitiveness and enrollment will be negatively affected.

- The University of Rio Grande is only one of two colleges in the State of Ohio that offers a Bachelor’s Degree in Sonography. The University of Rio Grande needs to use this highly marketable degree offering as a springboard to increase student enrollment and to make URG more appealing to students outside of the immediate area.

Radiological Technology

External Environment

National Trends:

- The Bureau of Labor Statistics expects radiographer employment to increase by 17% from 2008 to 2018. According to the American Society of Radiologic Technologists, the Bureau of Labor Statistics estimates that an additional 72,000 radiographers will be needed by the year 2012 with an additional 31,000 specialized radiologic technologists. Approximately 75% of educators in the radiologic sciences are older than 45 years and 42% expressed interest in retiring within the next 10 years. (Association of Educators in Imaging and Radiologic Sciences, 2010). the American Registry of Radiologic Technologists is requiring an associate degree by 2015 in order to take the national certification exam. Patients were three times more likely to have an imaging examination in 2007 as opposed to 1998 (Radiology Today, 2010). Demand for healthcare is increasing as the Baby Boomer generation ages.
State Trends:

- As of March 2010, there were 14,531 registered technologists (includes all modalities) in Ohio and 13,715 registered radiologic technologists in Ohio.

Local Trends:

- Most of our graduates have found employment to some degree.

Implications for Rio Grande:

- The demand for radiographers will help keep interest and enrollment steady for the Radiologic Technology program and enable our graduates to find jobs.
- Updated equipment will be important to continue the strong reputation of the program.

Education: (The Bunce School)

External Environment

National Trends:

- There is an increase in the number of online universities.
- Accrediting bodies for Schools of Education recently revamped the entire process and oversight by merging two organizations into one.
- There is an increased focus on the link between Schools of Education and the outcomes in K-12 education (teachers and teacher-leaders).
- All eyes, starting with the federal government, are on the accountability of schools. This greatly impacts Schools of Education.

State Trends:

- New four-tiered licensure structure in Ohio does not require teachers to complete a masters if they wish to remain at tier one or two.
- Due to the economic conditions throughout the state and our local area many residents have lost their jobs and are seeking retraining.
- The new four-year residency requirement for Ohio teachers begins January 1, 2011. This requirement may discourage students from entering the field of education.

Local Trends:

- Enrollment in some undergraduate education programs are declining.
- Enrollment in the graduate mild/moderate program is declining, while the leadership program is growing.
- There is a need in local districts for science and math teachers as indicated by calls from area schools requesting names of recent graduates in those areas.
Ohio University and Marshall University have become very aggressive in their recruitment efforts in the area.

Many area schools no longer provide art, music and physical education at the elementary levels. As a result, area positions for these multi-age graduates are limited.

Implications for Rio Grande:

- The School of Education needs to develop and implement a major recruitment and marketing initiative.
- The School of Education needs to provide alternatives to teachers who do not wish to pursue a master’s program – but only want hours to renew their licenses. This can be done through courses or workshops.
- The School of Education needs to provide additional graduate level programs, particularly in the area of leadership. Unique opportunities exist across departments (i.e., Business, the Arts).
- The School of Education, in conjunction with other departments, needs to recruit students in the areas of math and science.
- There is great potential for growth in the School of Education in both our undergraduate and graduate programs.
- The School of Education will work with area educators to provide opportunities for them to renew their teaching license or advance to another tier.
- The School will expand/revise its program offerings, after careful research and input from the advisory council and constituents, to meet the needs of our students/potential students.

Electronics – Industrial Automation

External Environment

National Trends:

- National trends in employment indicate a slight increase in the need for industrial electronics technicians through 2016. (Bureau of Labor-Occupational Outlook Handbook)

State Trends:

- State trends in employment indicate a slight increase (two to five percent) in the need for industrial electronics technicians through 2016. (Ohio Job Outlook 2016)
- Ohio’s labor force will continue to grow older. (Ohio’s Graying Labor Force Aging through 2016)
- The state labor force will grow among three age groups from 2006 to 2016: 55 to 64 – 217,000 openings; 65 and older 161,000 openings; and 25 to 34 – 104,000 openings. (Ohio’s Graying Labor Force Aging through 2016)
Two-thirds of all job openings are to cover replacement needs, such as those arising from retirement. (Ohio’s Graying Labor Force Aging through 2016)

Opportunities will be best for individuals with an associate degree or extensive job training in engineering technology. (Bureau of Labor-Occupational Outlook Handbook)

**Local Trends:**

Local trends in employment indicate a slight increase (2-5%) in the need for industrial electronics technicians through 2016. (Ohio Economic Development Region 7/11 Job Outlook 2016)

**Implications for Rio Grande:**

The Rio Grande Electronics Industrial Automation program may need to increase its marketing as a retraining tool for regional employers.

Many future students may be non-traditional requiring flexibility in scheduling to meet their needs.

Workforce retraining is needed for an aging Ohio workforce.

More presence in local vocational/high schools.

Two projects are underway to strengthen relationships with local vocational/high schools and this process needs to continue.

An aging workforce in the region will allow for some replacement job openings for graduates of the program.

The program will continue reaching out to all local employers who hire graduates.

**Electronic/Information Technology – Network Systems**

**External Environment**

**National Trends:**

A DICE.com key word search on 3/7/2011 using “computer networking” found 7,265 positions posted.

**State Trends:**

The Ohio Department of Labor Statistics reflect the following:

**Buckeye Top Fifty: 2008–2018**

**Ohio’s High-Wage Occupations in Demand – Information Technology**

- Number 1: Computer Support Specialists — Associate Degree Computers & Electronics; Customer and Personal Service; English Language.
• Number 3: Network Systems & Data Communication Analysts — Bachelor’s Degree Computers and Electronics; Telecommunications; English Language.

• Number 5: Computer Systems Analysts — Bachelor’s Degree Computers & Electronics; English Language; Customer and Personal Service.

Local Trends:

• Local employers, especially those in the health care area that are implementing health care information systems and educational support agencies, need Information Technology – Network Systems graduates. Rio Grande’s academic leadership will partner with Holzer Hospital/Clinic to create a relevant program.

Implications for Rio Grande:

• The AAS degree program in IT - Network Systems provides students knowledge and skills to meet the needs of local employers.

• Offer an Information Assurance Certificate.

• Internet-based courses and certificate programs, that are aggressively marketed, could increase student enrollment and serve local business network professional needs for continuing education in information assurance.

• Formalize a technology/software training program with Holzer Hospital/Clinic.

English

External Environment

National Trends:

• English and the liberal arts are centrally important to the life of the university.

• English faculty have a major impact on retention, graduation rates, and the quality and prestige of the institution.

• English courses contribute substantively and uniquely to students’ academic development and preparation for their future.

• English faculty spend an average of fifteen years from beginning a Ph.D. program to receiving tenure.

• Adjunct English faculty numbers are increasing.

• An increase is predicted in enrollment in undergraduate humanities courses.

• Tenured English faculty preferences are away from teaching and toward research.

• The employment possibilities for English Ph.D.s are limited.

• All courses, including English and the humanities, are being viewed in terms of usefulness.
• English and the humanities are subject to the current economic situation.
• English faculty are moving away from focus on department and institutional priorities to focus on teaching and writing.

**State Trends:**

• English teaching jobs are available in Ohio.
• English teachers can find employment throughout Ohio in a variety of settings.
• Ohio English teachers make a competitive salary.
• Ohio thinks highly of education.

**Local Trends:**

• A positive initiative is dual-enrollment with local schools, such as Buckeye Hills Career Center.
• Another positive initiative is the Post-Secondary Educational Opportunity Program for high-school students.

*Extended resources are available online through Rio’s Intranet system.*

**Implications for Rio Grande:**

• Opportunities (grants, et al.) should be explored to counter the current limited financial and economic situation of the institution, state, and nation.
• A positive marketing of English and the humanities at Rio Grande is needed.
• A major initiative of writing across the curriculum is necessary to contribute to students’ writing quality and to increase the students’ perspective in the importance of writing not just in English courses but in all academic subjects.
• A major emphasis on English as a Second Language (ESL) is needed to allow Rio Grande to attract foreign students and to become known as an excellent and safe multicultural center.
• A minor and associate’s degree in technical writing should be developed as a practical support for many Rio Grande disciplines.
• A closer working relationship and coordination needs to be developed between English and the School of Education.
• Retention. The biggest implication for the institution is that not enough students are moving on from freshman to the sophomore year. Retention initiatives are critical; the English Department will be a central component of student success.
Fine and Performing Arts

External Environment

National Trends:
- The Bureau of Labor Statistics predicts that careers in the visual arts will increase between 7% and 13% in the next eight years (depending on sub-section); musicians will experience growth between 8% and 10%, and actors and producers will experience growth between 10% and 13%. Film and video production is expected to increase from 10% to 14%.
- Trinity College in Carmarthen recently absorbed two neighboring institutions, including an art school. Trinity is developing a module for digital creativity. There is a current shortage of faculty specializing in sculpture at Trinity. Additionally, the college is developing a Master’s Degree in Creativity.
- The arts are constantly reacting to changes in culture and technology. For visual artists, new media are being invented, and the design area especially, is experiencing rapid and constant change to software, printing, and online design processes. Musicians must react to style changes and demands, as well as new distribution and production methods that democratize the creation of new music. Theatre, film, and video are constantly evolving with new advances in production, digitalization and animation.
- The arts have typically been an important means of a culture’s adaptation to technological and cultural change, and this continues to be true.

State Trends:
- Employment of artists is projected to grow faster than average in the state.

Local Trends:
- Area competition for Arts Education is decreasing due to some program closures.
- Art Education articulation agreements with Ohio University Southern and OU Chillicothe have been initiated.
- Marietta College recently closed its Music Theatre degree program.
- Bob Evans Farms Corporation implemented an extensive plan for development and expansion of the farm, including an outdoor landscaped amphitheater with the intent to increase tourism at the Rio Grande location.
- Regional teachers of art and music have approached program faculty with the desire to gain continuing education opportunities. The dormancy of the M.Ed. in Fine Arts concentration has created a void in this area.
- Gallia and Jackson counties have expressed significant interest in increasing tourism, area festivals, and other arts-related activities.
- A non-profit gallery recently opened in Point Pleasant, its goal to involve area artists at the professional and student level.
The Ariel Theatre in Gallipolis is no longer producing plays. Local community theatre relocated to the French Art Colony, which is partnering with the University of Rio Grande.

The Markay Gallery in Jackson Ohio is nearing completion of its theatre, and anticipates offering live performances in the near future. Additionally, it continues its program of visual arts events and exhibitions.

A Rio Grande alumnus operates a commercial and art welding facility in Gallipolis, and provides opportunities for internships, and arts events at his location.

Good working relationships with education staff at the Huntington Museum of Art have provided workshop opportunities for Rio Grande students and faculty with nationally recognized artists.

Implications for Rio Grande:

- The potential for growth in the visual arts is clear.
- The potential for a renewal of collaboration between music and theatre has implications for attracting new students.
- The potential for recruiting more students for the art education program is good.
- The potential for increasing international collaboration is significant.
- The potential for expanding the cultural footprint of the University in the community is great.
- The School of Fine Arts serves a major element of the area's cultural activity.
- New leadership on campus, and more engagement from both Rio boards provide much-needed support for scholarly/intellectual/cultural activity. These factors may serve to rejuvenate the cultural impact of the University.
- Renewed focus on the academic culture of the campus is likely to attract and retain a higher caliber of student.
- AQIP assessment led to great improvement of programs, and paves the way for continuous improvement.
- Ohio University Athens closed its Art Education degree program.
- Renewal of the Theatre program creates new opportunities for cultural activities, scholarship, and enrichment.
- Bob Evans Farms Amphitheatre and arts outreach programs creates another outlet for partnership.
- International exchange with Trinity continues to be strong and has potential for growth.
- New high school art competition forges greater connections with regional high school art students and teachers.
- Art and music scholarships can draw higher quality students.
The Brooks Jones Endowment and Collection allows for more outreach programs.

Area and regional teachers need continuing education programs.

Distance and adult education has potential for enormous growth.

The School of Fine Arts has a good history of producing quality graduates, supplying a wide range of cultural activities to the community, and enhancing the reputation of the institution through the accomplishments of the faculty. Additionally, the School has been instrumental in engaging area schoolteachers in the arts, regardless of their primary subject of instruction. This relationship with the University has long-term beneficial effects on recruitment, retention and alumni involvement and giving.

The University is on the verge of great change, and the School of Fine Arts is well positioned to be an integral component of this growth.

Fine Woodworking

External Environment

National Trends:

- Woodworkers held about 323,300 jobs in 2008.
- Self-employed woodworkers accounted for 12 percent of these jobs.
- Around 76 percent of woodworkers were employed in manufacturing.
- Employment of woodworkers is expected to grow by six percent during the 2008–2018 decade, which is slower than the average for all occupations.
- About 39 percent worked in businesses manufacturing furniture and related products, and 32 percent worked in wood product manufacturing, producing a variety of raw, intermediate, and finished wood stock.
- Lumber and wood products-related production jobs are concentrated in the Southeast, Midwest, and Northwest, close to the supply of wood.
- Furniture-making jobs are more prevalent in the Southeast.
- Custom shops can be found everywhere, but generally are concentrated in or near highly populated areas.
- Increase in automation of wood products has led to slow job growth but has lessened recently by increased demand for domestic wood products.
- Automation of the industry has greatly reduced the number of people required to produce finished products.
- Demand for highly skilled and trained woodworkers will stem from increases in population, personal income, and business expenditures and from the continuing need for repair and renovation of residential and commercial properties.
- Opportunities should be available for workers who specialized in items such as moldings, cabinets, stairs, and windows.
- Custom woodworking shops are well-suited to compete against imports without transferring jobs offshore.
Lumber and wood products-related production jobs are concentrated in the Southeast, Midwest, and Northwest, close to the supply of wood.

- Job opportunities should be excellent for highly skilled woodworkers compared to woodworkers in jobs susceptible to automation and competition from imported wood products.
- Opportunities are great for workers trained to operate the increasingly advanced computerized machinery.
- Jobs will require an understanding of wood and computers, and finding qualified employees will be difficult.
- Fewer training programs are available or popular and the number of new workers entering these occupations has declined in recent years.
- Opportunities should be good for woodworkers who, through vocational education or experience, develop highly specialized woodworking skills or knowledge of computer numerical control machine tool operation. Opportunity will also be good for individuals trained in highly skilled custom furniture and architectural applications, due to decreasing number of laborers with knowledge of these techniques and practices.
- According to Industry Canada, there is an immediate need for 2,000 wood processing specialists in Canada, and a long-term need for 3,500. They also estimate the need is eight times that in the United States.
- The wood products industry is in the midst of a technological revolution. Companies need employees who can operate, install, fix, and create/implement these machines.
- This industry requires computer skills to ship, draft, design and sell products.
- At the University of British Columbia, wood processing students are getting six or seven job offers in their third year.

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Employment, 2008</th>
<th>Projected Employment, 2018</th>
<th>Change, 2008-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Woodworkers</td>
<td>323,300</td>
<td>344,000</td>
<td>20,600</td>
</tr>
<tr>
<td>Cabinetmakers and bench carpenters</td>
<td>131,700</td>
<td>143,700</td>
<td>11,900</td>
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<tr>
<td>Furniture finishers</td>
<td>26,500</td>
<td>27,700</td>
<td>1,200</td>
</tr>
<tr>
<td>Model makers and patternmakers, wood</td>
<td>3,500</td>
<td>3,500</td>
<td>0</td>
</tr>
<tr>
<td>Model makers, wood</td>
<td>1,700</td>
<td>1,700</td>
<td>0</td>
</tr>
<tr>
<td>Patternmakers, wood</td>
<td>1,900</td>
<td>1,800</td>
<td>-100</td>
</tr>
<tr>
<td>Woodworking machine setters, operators, and tenders</td>
<td>138,400</td>
<td>145,100</td>
<td>6,700</td>
</tr>
<tr>
<td>Sawing machine setters, operators, and tenders, wood</td>
<td>52,600</td>
<td>53,400</td>
<td>800</td>
</tr>
<tr>
<td>Woodworking machine setters, operators, and tenders, except sawing</td>
<td>85,700</td>
<td>91,700</td>
<td>6,000</td>
</tr>
<tr>
<td>All other woodworkers</td>
<td>23,300</td>
<td>24,000</td>
<td>800</td>
</tr>
</tbody>
</table>

NOTE: Data in this table are rounded. See the discussion of the employment projections table in the *Handbook* introductory chapter on *Occupational Information Included in the Handbook*.
Implications for Rio Grande:

- Update and replace equipment as funds allow; seek sponsorships.
- Update the building roof.
- Update the building lighting.
- Install an air filtration system.
- Implement program enrollment requirements.
- Implement more short term classes.
- Increase student recruitment.
- Continue/increase scholarship and endowment opportunities.

History

External Environment

National Trends:

- According to the National Center for Education Statistics, the number of bachelor degrees conferred in History has been increasing annually since the mid 1980s.
- Nationally there is an expected increase of eight (8%) percent in the total number of employed historians in the next five (5) years.

State Trends:

- According to the Ohio Department of Education, there has been an increase of approximately four hundred (400) social studies teachers in Ohio between 2005 and 2007. The number of social studies teachers in the state of Ohio continues to trend upward.

Local Trends:

- The number of History majors and minors as well as associations has increased in the past two (2) years.
- Recent history graduates have attended graduate school in law, history, library science and nursing.

Implications for Rio Grande:

- History bachelors are often the foundation for students attending law school and other graduate or professional programs.
- Due to the graying of the nation’s educators, there will be a continued need for primary and secondary social studies educators.
- Develop closer connections with the Madog Center and more emphasis on Welsh Studies.
Because of the importance of the Madog Center, history is more central to the University than some other institutions, and the History Department could play a central role in a dedicated push to increase the visibility of the Madog Center.

**Instructional Design and Media Services (IDMS)**

**External Environment**

**National Trends**

The 2011 Horizon Report identified the following:

- The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.
- People expect to be able to work, learn, and study whenever and wherever they want.
- The world of work is increasingly collaborative, giving rise to reflection about the way student projects are structured.
- The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.
- Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
- Appropriate metrics of evaluation lag behind the emergence of new scholarly forms of authoring, publishing, and researching.
- Economic pressures and new models of education are presenting unprecedented competition to traditional models of the university.
- Keeping pace with the rapid proliferation of information, software tools, and devices is challenging for students and teachers alike.

**Key Trends:**

- Time to adoption: One year or less
  - Electronic books
  - Mobiles

- Time to adoption: Two to three years
  - Augmented reality
  - Game-based learning

- Time to adoption: Four to five years
  - Gesture-based computing
  - Learning analytics

Implications for Rio Grande:

- Continue to grow the technology presence on campus, and support through a Total Cost of Ownership model.
- Offer more student services on the Web and local access channel to foster a sense of belonging and community which will help retention; align with institutional marketing plan.
- Develop website migration and adaptation to mobile devices.
- Increase ability to gather more specific data on web usage.
- Increase focus on professional development of instructional technology applications for faculty and staff.

Jenkins Center for Student Success

External Environment

National Trends:

- There is increased recognition by institutional leaders and faculty that students from all levels of preparation need learning assistance in one or more courses every academic term.
- Institutions are becoming more comprehensive in the services they provide.
- Institutions are integrating services of learning assistance center, into the entire campus community.
- Student support or learning centers provide a learner-centered environment that gives community college students a “sense of place.”
- Institutions are conducting detailed studies on the impact a learning assistance center has in terms of academic performance, reenrollment, and graduation rates for students.

State Trends:

- The State of Ohio at present suggests that underprepared students be placed in programs such as Adult Basic Literacy Education (ABLE) prior to enrolling in college.
- The University College has been the direction some colleges have taken while the learning assistance center remains; centers may need to consider offering services that are more comprehensive.
- The state will provide less financial support in the future because of the economy.

Local Trends:

- Larger numbers of students are coming to Rio Grande Community College underprepared for the rigors of college.
- Rio Grande must develop creative and comprehensive approaches to prepare these students for college.
Implications for Rio Grande:

- In the future, an influx of students enrolling at Rio Grande will be underprepared to meet college standards. College and Career Readiness and Student Success are the key indicator of success per national standards.
- University leaders and faculty need to collaborate with business to acquire the necessary equipment or prepare grants to obtain resources for the learning assistance center to provide services that are more comprehensive.
- Establish standard placement cutoff scores in English, reading and math to enroll at Rio Grande and refer students below cutoff to ABLE Program for assistance with learning.
- Provide a “sense of place” for nontraditional students through a learning assistance center.
- Expand and examine data collected relative to academic performance, retention, and graduation rate and analyze for program change.
- Provide positive student informational resource/i.e. advising and mentoring.

Madog Center for Welsh Studies

External Environment

National/International Trends

- At a policy forum in November 2007, a panel of leading experts in national security, higher education and foreign policy, made a strong case for the need to place international education at the heart of America's public diplomacy efforts.
- The Institute on International Education cited, in a study from May 2009, a strong trend toward more short-term, faculty-led programs. This may be due to a number of interrelated factors, such as the need for more faculty involvement and leadership in study abroad programs and a need for faculty to make a greater effort to integrate a study abroad component into program requirements in order to increase student participation.
- In a fact sheet generated as an outcome of Senate Resolution 308 designating 2006 The Year of Study Abroad, the government recognizes the important role that study abroad plays in shaping US education and global leadership, and encourages all U.S. citizens, higher education institutions, secondary schools, businesses and government programs to promote and expand study abroad opportunities.
- A study published in a recent issue of the Journal of Travel Research cites an increase in genealogical tourism by aging Baby Boomers who are looking for authentic experiences different from the bubble-like environment of resorts and cruises.
- An article from American Demographics Magazine 2009 indicates that the aging adult population has had a pervasive impact on the rise in popularity of genealogical research. Adding to this rise is increased availability of the Internet, improved genealogical research sites and
availability of records of significance to Americans striving to find their roots. The popularity of NBC TV's “Who Do You Think You Are?” gives voice to the fact that an increased number of Americans want to know who they are and from where they came.

**State Trends**

- The Ohio Department of Education, in a statewide summit held in April 2007, formed an International Education Advisory committee which defined international education as including a global context, global content, global thinkers, and global systems.

- The State of Ohio’s Education in a Global Economy (EDGE) formed a subcommittee to research the most important skills, knowledge and behaviors businesses believe students need to provide Ohio with a competitive advantage in the new global economy. Eighth on the list of ten was to have a global awareness, languages and understanding of other cultures.

**Local/Regional Trends**

- Increase in requests for genealogical assistance.

- Welsh exchange applications on the increase yearly.

**Implications for Rio Grande:**

- Cultural and Study Abroad programs need to be expanded into specific content areas of the curriculum and include a more diverse number of destinations.

- Development of short-cycle exchanges led by faculty, appealing to students unable to commit to a semester exchange.

- Continue to grow the exchange program with Trinity St. David’s University to include expansion to the Lampeter campus and in other content areas.

- Utilize to a greater extent the Welsh Intern and Welsh Exchange students for recruitment to attract students interested in the study abroad programs at the University.

- Attract former Trinity exchange students to a newly developed Master’s program in the arts. Utilize their theater talents to grow the Theater program at the University.

- Grow a student diversity group on campus.

- The Madog Center of Welsh Studies will become more of a cultural heritage center, with expansion of programs that attract the Baby Boomer generation. This may begin with a hybrid course in Welsh Culture to attract older students interested in delving into the culture and history of Wales and culminating in travel throughout the country.

- Increase alignment of the area with the Welsh heritage, specifically the Village of Rio Grande and the Bob Evans Farms.

- Redesign the Minor in Welsh Studies with more flexibility in course offerings as the need arises.
• Market the Welsh Program as a niche to potential students as it is the only Welsh Studies program in the country.

• Collaborate with Director of Cultural Advancement on a variety of projects involving the Trinity students, children’s and adult theater and the local and regional community in general.

• Collaborate with Bob Evans Farms’ planned expansion to redevelop Welsh Heritage Days and as a venue for Welsh Theater projects.

• Create a curriculum aligned with the Welsh Minor to take advantage of increased interest in family history and genealogical research.

• Expand the international exchange program with other institutions in Wales.

• Remain a key part of expanding the multiculturalism of the campus.

• Redefine the mission of the Welsh Center.

• Expand the cultural exchange program.

• Grow programs engaging the older generation in online learning culminating in travel to Wales.

• Interest younger generation in their cultural heritage.

• Continue to support the activities of the Welsh-American Heritage Museum and the local Welsh community.

Manufacturing and Welding Technologies

External Environment

National Trends:

• Manufacturing: Based upon the Bureau of Labor Statistics, the employment outlook is for the number of jobs needed to meet the needs of Manufacturing will remain approximately the same. However, the number of qualified people to fill these jobs has been and continues to decline. This is a result of a lack of interest in the technology fields. As a result, the pay scale, for these types of jobs, continues to rise.

• Welding: According to the American Welding Society and the Bureau of Labor Statistics, the welding field is in the same situation as the manufacturing industry. However, within the welding field, the shortage of qualified workers is becoming an even bigger problem for welding than it is for manufacturing. It takes much longer to train a qualified welder than it does to train a qualified manufacturing technician. The Boilermakers are expecting a 19% increase in the number of qualified welders. These new welders will be needed to replace losses due to retirements, to keep up with the repair of existing boilers, and the installations of new mandated environmental control equipment. The job outlook for welders qualified on the up to date welding equipment are and will continue to be in high demand.
State Trends:

- The state trends are in line with the national trends with one exception in Ohio. According to the latest economic news, the state of Ohio has seen one area in which employment has risen. This employment rise was in the field of manufacturing.

Local Trends:

- The local area employment has seen some improvement. The request for workers has risen slightly. Companies are contacting our departments on a more regular basis than in the 2009-2010 school year.

Implications for Rio Grande:

- Manufacturing: Rio Grande is one of only a few schools that require freshman students to learn to operate the machines associated with the manufacturing process. Most schools will not allow students to use the machines until the student’s senior year. This method of teaching allows Rio Grande students to better apply the theory they learn to the real world.

- Rio needs to offer more hands-on learning. To do so requires increased funding to update equipment.

- Rio is in the unique position to create qualified employees for the industry who have obtained a degree within the welding field. Most technical schools (For example, Hobart’s Welding School) only offer a certificate of completion. To remain competitive, a campaign to raise funds for the equipment is needed.

- Rio Grande provides students with the opportunity to apply what they learn. The educational institutions that produce students with up to date, work ready skills will be the institutions that will be successful. As stated by our stakeholders, they need employees who possess the work skills to set up, operate, and repair both manual and automated types of machinery.

- If Rio, as an institution, can meet this need, our graduates will continue to be highly valued employees for the business community.

Plant Maintenance

External Environment

National Trends:

- The U.S. Department of Labor projects a growth of 480,000 new jobs in the general electro/mechanical maintenance area by 2018.

- Most of these positions will require a minimum of an associate degree.

- The aging workforce will provide another 750,000 plus replacement positions in this area of employment during this time period.

Manufacturing: Based upon the Bureau of Labor Statistics, the employment outlook is for the number of jobs needed to meet the needs of Manufacturing will remain approximately the same. However, the number of qualified people to fill these jobs has been and continues to decline.
State Trends:

- The shrinking manufacturing base reduced the number of new positions currently available in the general electro/mechanical maintenance area.
- Projections for employment in the general electro/mechanical maintenance area due to retirement are expected to continue to grow for the next twenty years.
- Employers are requiring a minimum of an associate degree or five years experience for these replacement positions.

Local Trends:

- The number of positions in general industrial areas is not expected to grow in the near future.
- Projections for employment in the general electro/mechanical maintenance area due to retirement are expected to continue to grow for the next several years.
- There are current positions open for maintenance workers at local food manufacturers.
- The number of positions in the food manufacturing area is expected to continue to increase.
- Most of these positions require a minimum of an associate degree or several years of experience.

Implications for Rio Grande:

- Rio needs to fully embrace industry patterns in the maintenance program.
- The food manufacturing and maintenance areas continue to grow in both the state and local areas; therefore, Rio will explore these areas for growth.
- Most of these positions require highly trained, skilled workers on modern equipment. Rio will be carefully reviewing the equipment needs for these programs and will develop a plan to upgrade current equipment and/or facilities.
- Rio needs to develop a strategy to recruit students to fill these current and future positions.
- Many of our faculty will be retiring within ten years. It is critical students have sufficient lab experience, which has staffing implications. Updating the equipment and planning for staffing needs will help Rio remain competitive.

The U.S. Department of Labor projects a growth of 480,000 new jobs in the general electro/mechanical maintenance area by 2018.
Electronics – Industrial Automation AAS

External/Internal Environment:

National Trends:

- State trends indicate a slight increase (two to five percent) in the need for industrial technicians through 2016 (Ohio Job Outlook 2016).
- Local trends indicate the same.
- Ohio’s labor force will continue to age (Ohio’s Graying Labor Force Aging through 2016).
- Two-thirds of all job openings are due to replacements of retirees.
- Opportunities will be best for individuals with an associate degree or extensive job training in engineering technology.
- Many future students may be non-traditional, requiring flexibility in scheduling to meet their needs.

Implications for Rio Grande:

- The Rio Grande Electronics Industrial Automation program may need to increase marketing itself as a retraining tool for regional employers.
- Continue to strengthen relationships with local vocational/high schools.
- The aging workforce in the region will allow for some replacement job openings for graduates of program.
- The program needs to continue reaching out to all local employers who hire graduates, as well as increase its presence in local high schools and vocational schools.

School of Nursing

External Environment

National/International Trends:

- **Changing Demographics and Increasing Diversity** - Schools of nursing must be prepared to confront the challenges associated with today’s more mature student body. Educational methods and policies, curriculum and case materials, clinical practice settings, and therefore research priorities need to value and reflect the diversity of the student body, as well as the population in general. At the same time, schools must focus recruitment efforts on the more traditional, younger student.

- **The Technological Explosion** - Nurses of the 21st century need to be skilled in the use of computer technology. Already, distance learning modalities link students and faculty from different locations and expand the potential for accessible continuing professional education. Technically sophisticated preclinical simulation laboratories will stimulate critical thinking and skill acquisition in a safe and user-friendly environment. Faster and more flexible access to data and new means of observation and communication are having an impact on how nursing research is conducted.

Opportunities will be best for individuals with an associate degree or extensive job training in engineering technology.
• **Globalization of the World’s Economy and Society** - Nursing science needs to address health care issues, such as emerging and reemerging infections, that result from globalization. Nursing education and research must become more internationally focused to disseminate information and benefit from the multicultural experience.

• **The Era of the Educated Consumer, Alternative Therapies and Genomics, and Palliative Care** - A significant gap in the body of scientific knowledge and clinical education with regard to palliative and end-of-life care remains, and nursing education must prepare graduates for a significant role in these areas.

• **Shift to Population-Based Care and the Increasing Complexity of Patient Care** - Providing services for defined groups “covered” by managed care will demand skills and knowledge in clinical epidemiology, biostatistics, behavioral science, and their application to specific populations. Nurses must demonstrate management skills at both the organizational and patient care levels. These concepts must be incorporated into the nursing curriculum.

• **The Cost of Health Care and the Challenge of Managed Care** - Nursing education programs must prepare students at all levels for roles in case management and employment in the managed care environment.

• **Impact of Health Policy and Regulation** - Nursing schools, scholars, executives, and professional nursing organizations must more actively contribute to the development of health policy and regulation. Ethical issues involved in working in an integrated system constrained by economic incentives are being defined more and more by government policy makers, not health care professionals. Nursing leaders should contribute to the dialogue that defines these issues; students must be prepared for a meaningful role in the political arena.

• **The Growing Need for Interdisciplinary Education for Collaborative Practice** - Teaching methods that incorporate opportunities for interdisciplinary education and collaborative practice are required to prepare nurses for their unique professional role and to understand the role of other disciplines in the care of patients.

• **The Current Nursing Shortage/Opportunities for Lifelong Learning and Workforce Development** - Schools of nursing have many of the core resources needed to deliver continuing professional education and can provide appropriate courses efficiently and effectively. Affiliation with schools by nurses in active practice may lead to an increase in enrollment for advanced degrees. Health care and health-related organizations may serve as institutional partners in sponsoring such program offerings, which would contribute to their relevance, increase participation, and lower costs.

• **Significant Advances in Nursing Science and Research** - Schools of nursing are not sufficiently focused on the scholarship and science of nursing as top priorities, and, although graduate degrees in nursing have become more common, doctoral prepared nursing professionals are not being produced in large enough numbers to meet the growing need. In addition, there is a need for enhanced mentorship for new researchers to strengthen skills and capacity to conduct meaningful nursing research.
Significant opportunities exist for schools of nursing, especially those affiliated with academic health centers, to address these challenges and enhance the research contributions of nursing scholars.

*Source: National League for Nursing*
*The Future of Nursing Education: Ten Trends to Watch*
Barbara R. Heller, Marla T. Oros, and Jane Durney-Crowley

**State Trends:**

- **Workforce Trends**
  Ohio is one of three states — including California and Texas — with the largest gaps and needs for nurses and nursing students (www.allnurses.com; Health Workforce Information Center, 2009).

- **Workforce Shortages**
  Ohio’s shortage is projected to be 32,000 nurses or a 29% shortage by 2020, with the adult critical care and medical-surgical nursing segments having the greatest shortages (Center for Health Affairs, 2007).

- **The Future of the Nursing Workforce in Ohio**
  - Projected Supply, Demand for Full-Time Equivalent RNs in Ohio: 2000-2020
    - Year FTE Supply FTE Demand Shortage % Shortage
    - 2010  88,947 99,405 -10,458 -11%
    - 2015  85,541 105,593 -20,052 -19%
    - 2020  79,716 111,693 -31,977 -29%

- **Salary Issues:**
  - The 2008 Ohio Nurse Education Study Committee report found that within the State of Ohio, the average salary for a master’s prepared nurse practitioner is $81,517, in comparison with an associate professor’s average salary of $66,588.

- **Faculty Shortage Issues**
  - Expansion of the nursing workforce is inhibited by the shortage of nursing faculty
  - Only six percent of the nurses in Ohio work in nursing education (Nurse Education Study Committee Report, 2008).
  - As educators retire, the faculty shortage is projected to become more severe, if 40 percent of the educators retire in the next 10 years — as the Education Study Committee Report projects — then Ohio will need to replace approximately 3,600 nurse educators (ibid).

- **Faculty Compensation**
  - The faculty shortage within the nursing shortage has many contributing factors, the most cited of which is that salaries for nurse educators are not competitive. Not only do graduate nurses working clinically earn substantially more than nursing faculty, but the salaries of nurse educators compare very unfavorably with faculty salaries from other professional training curricula.

*Source: Health Policy Institute of Ohio*
Local Trends:

- Difficulty recruiting qualified nursing faculty.
- Difficulty securing clinical sites.
- Local competition for students with cost as a factor.
- Students come to college unprepared for a rigorous program such as nursing.

Implications for Rio Grande:

- Staffing considerations are critical to the success of the program.
- Recruitment must be coordinated with all departments and the Admissions Office to assure student success.
- Complete a needs analysis to study the potential increased enrollment with the implementation of distance learning with a program that is unique and offers something different than the others that are our competitors.
- Include more multicultural content in the Associate Degree curriculum.
- More content on nursing management – possible offering of an advanced degree in nursing management.
- Offer Associate Degree students the opportunity to participate in Nurses Day at the Statehouse as well as teach them in the trends course how to become more politically active and aware.
- Offer more interdisciplinary courses.
- Offer continuing education for practicing nurses.
- Offer mentoring for faculty and students who are interested in research.
- Secure funding for human simulators to be used in the nursing skills lab so that some clinical time can be spent here.
- Develop a more competitive cost structure for the RN-BSN Program.
- Develop a two-tiered enrollment plan for nursing – a direct entry for those who score high enough on the entrance exam and a delayed entry for those who need some remedial work to be able to pass the entrance exam.
- Develop a plan for remediation of students who are not prepared to enter the Nursing Program so that they can come to Rio, strengthen weak areas and begin the Nursing Program the following year. Develop a plan for nursing students who may need an additional year of academic development before beginning the Nursing Program.
- Better qualified students will assist with the classroom environment and department morale.
- Focus on professional development for faculty to stay current and competitive.
Pharmacy Technology

External Environment

National Trends:

- According to the United States Labor and Statistics website, “Job opportunities are expected to be good, especially for those with certification or previous work experience.” Further, “Employment is expected to increase much faster than the average, and job opportunities are expected to be good.”

State Trends:

- Emily’s Law was passed in January of 2009. It requires all pharmacy technicians that practice in the State of Ohio pass the National Pharmacy Technician Certification Examination by November, 2010. Those who have not passed have lost their jobs, opening up the market even more than the usual increase.

Local Trends:

- Local area pharmacies support the program; almost all the pharmacies that Rio uses as clinical sites have at least one of the program’s graduates currently working full time.

Implications for Rio Grande:

- The increasing need in all states for Certified Pharmacy Technicians is growing as the population continues to grow and more pharmacies are built. The Bureau of Labor and Statistics expects a 31% growth from 2008-2018 in this occupation. The State of Ohio, in particular, needs certified technicians as soon as possible due to the recent passage of Emily’s Law.

- The pass rate for students who hold certification along with the reputation of the program bodes well for growth in the future.

Sociology

External Environment

National Trends:

- Sociology is a very popular course among students nationally.

- Graduation statistics for majors: 1.3 percent unemployed after degrees, 4.4 percent work out of field. 66 percent of students are very satisfied with courses.

- Since 1990, there is a 70 percent increase in undergraduate degrees in Sociology.
State Trends:

- Funds are shifting due to budget constraints, but Sociology areas are stable or growing.
- Prisons and other industries seek individuals with Associate degrees in Sociology; the potential is strong for:
  - Increased enrollment in Sociology courses as electives.
  - Growth in both the Associate and Bachelor degree levels.

Local Trends:

- Courses in Sociology are required for several majors.
- These courses are an integral aspect of majors including social science, social work, and social and behavioral science.

Implications for Rio Grande:

- Continue current offerings; expand to serve new employment areas, such as criminology, for an expanding prison population and social service agencies.
- Recruit new and different populations, i.e. non-traditional students.
- Expand continuing education options.
- Encourage college enrollment by adult learners.
- Offer a course (or several) to allow for certificate in Criminology or Aging areas.
- Participate in state initiatives to remain competitive, specifically those with a focus on the sociological implications of an aging population.

Biology

External Environment

National Trends:

- Biology is experiencing a shift from cookbook style labs to more open-ended student research.
- Increased use of technology including web resources and mobile applications.
- Increased emphasis on undergraduate research for admission to graduate and professional schools.
- Increased emphasis on cell and molecular topics and less on organism biology and diversity.
- Increased emphasis on biotechnology.
- About 40 percent of all biological scientists are employed by federal, state, and local governments. Federal biological scientists work mainly for the U.S. Departments of Agriculture, Interior, and Defense, U.S.
Employment of biological scientists is expected to increase much faster than the average for all occupations, although there will continue to be competition for some basic research positions. Employment of biological scientists is projected to grow 21 percent over the 2008–18 decade, much faster than the average for all occupations, as biotechnological research and development continues to drive job growth. Biological scientists enjoyed very rapid employment gains over the past few decades—reflecting, in part, the growth of the biotechnology industry. (United States Bureau of Labor Statistics)

State and Local Trends:

- For southern Ohio, there is a projected increase in education and health services jobs but a decrease in government positions. Employment in science areas is not projected to change. (Ohio Department of Job and Family Services)

Implications for Rio Grande:

- Increase the amount of open-ended labs at all levels of the biology curriculum.
- Continue to offer opportunities for student research projects.
- The curriculum should include upper level courses in cell and molecular biology with a biotechnology emphasis throughout the curriculum.
- Offer more service classes for health professionals including human anatomy and physiology and basic biology.
- Biology program student recruiting can benefit from:
  - Hands-on experiential learning focus—especially with the addition of a field station and appropriate, up-to-date lab equipment.
  - Faculty and student research collaborations.
  - Improved marketing of the program.
  - Enhancing the curriculum, upgrading the lab equipment, and offering more undergraduate research opportunities.
- The University can increase revenue by recruiting more students into the four-year program.
Chemistry

External Environment

National Trends:

- There is a projected two percent growth in chemical-related employment for the 2008–2018 decade.
  

- Significant growth is anticipated in pharmaceutical manufacturing/research, biotechnology research, basic research & development, and environmental chemistry.

- There will likely be a decline in opportunities in chemical manufacturing.

- Between 1997 and 2008, there was a 2.3% increase in retirees among chemists.


- Between 1989 and 2009, there was a one to four percent unemployment rate for chemists as compared with a four to nine percent overall U.S. unemployment rate.


- There is an increase in support for science related areas in the 2011 federal budget.


- Between 1992 and 2009, there was a 59% increase in chemistry graduates from ACS approved chemistry programs.


State Trends:

- Between 2006 and 2016, there is a projected 5.5% growth in chemical-related employment.

Between 1992 and 2009, there was a 15% decrease in chemistry graduates from ACS approved chemistry programs.


**Local Trends:**

- Between 2006 and 2016 in Economic Development Region (EDR) 7, there is a zero percent growth projected in life, physical, and social sciences employment.
- From 2006 to 2016 in Economic Development Region 7, there are 22 annual job openings projected.
- Between 2006 and 2016 in Economic Development Region 11, there are no available jobs projected in life, physical, and social sciences.
- Between 1996 and 2009, Ohio University (in EDR 7) averaged 39.3 chemistry graduates; from 2005 to 2009, Ohio University averaged 40.4 chemistry graduates.
- From 1996 to 2009, Marietta College (in EDR 7) averaged 7.5 chemistry graduates; from 2005 to 2009, Marietta College averaged 9.4 chemistry graduates.


**Implications for Rio Grande:**

- There will likely be sustained/increased enrollment in the chemistry program over the next 5–10 years.
- The effect will be increased revenue at University level (current Chemistry majors moving to University tuition).
- Rio should increase available funding for research.
- There is an increased interest in the B.S. Chemistry program as indicated by admissions office observations of current recruiting inquiry cards.
- Explore external funding opportunities available for acquisition of instrumentation/equipment.
- To obtain American Chemical Society (ACS) approval of program, only one additional faculty member (with terminal degree) is required.
- Dual credit opportunities in high schools are increasingly sought after.
- Increased enrollment in the B.S. in Chemistry (rigorous program) can enhance the academic reputation of the University.
To enhance recruitment efforts for the Chemistry program Rio should:
  - Seek ACS approval of Chemistry program.
  - Expand research opportunities.
  - Update instrumentation.
  - Update facilities.
  - Improve marketing of program.
  - Increase dual credit collaborations with high schools (in and out of RGCC district).

The University can increase revenue through:
  - Increased number of students in four-year Chemistry program.
  - Dual credit collaborations with high schools.
  - Securing external funding.

**Computer Science**

**National and State Trends (Included or implied across many technology disciplines)**

**Local Trends**

- Enrollment has been increasing in the last two years.
- Rio’s PC Application course remains popular among learners.
- Curriculum is constantly changing to reflect current research and development.
- BS degree follows most of the Association for Computing Machinery (ACM) guidelines. As a result it prepares students well in pursuing a job or graduate studies.
- Faculty remain current in the field through participation in conferences and workshops.
- Rio recently added courses in web development (current industry trend).
- Rio uses modern software and updates them regularly.
- Rio has small classes in upper level courses.

**Implications for Rio Grande:**

- Many jobs are available which require CS degrees, especially in web development and mobile computing.
- Offer mobile computing and cloud computing courses.
- Enrollment is up for the past two years; stay the course and grow.
- Increase marketing effort beyond the local counties.

Many jobs are available which require CS degrees, especially in web development and mobile computing.
• Increase recruitment effort beyond the local area.
• Develop procedures to help with retention.
• Find resources/donations to regularly update technology on campus.

Environment Studies

External Environment

National Trends:

• There is a shift away from programs aimed at environmental activism to programs aimed at improving environmental awareness and sustainable practices.

• There is increased emphasis on interrelationships of science, politics and economics in evaluating environmental problems and solutions.

• About 37 percent of environmental scientists were employed in state and local governments; 21 percent in management, scientific, and technical consulting services; 15 percent in architectural, engineering and related services; and 7 percent in the federal government, primarily in the Environmental Protection Agency (EPA) and the Department of Defense. (U.S. Bureau of Labor Statistics)

• Employment is expected to grow much faster than the average for all occupations. Job prospects are expected to be favorable, particularly in state and local government. Employment of environmental scientists and specialists is expected to increase by 28 percent between 2008 and 2018, much faster than the average for all occupations. Job growth should be strongest in private-sector consulting firms. Growth in employment will be spurred largely by the increasing demands placed on the environment by population growth and increasing awareness of the problems caused by environmental degradation. Further demand should result from the need to comply with complex environmental laws and regulations, particularly those regarding ground-water decontamination and clean air. (U.S. Bureau of Labor Statistics)

State and Local Trends:

• Ohio projects a 15.4% increase in jobs in business and professional services and a 2.1% increase in government services. (Ohio Department of Job and Family Services)

• For southern Ohio, there is a projected increase in education and health services jobs but a decrease in government positions. Employment in science areas is not projected to change. (Ohio Department of Job and Family Services)

Implications for Rio Grande:

• Curriculum offerings should include courses from both natural and social sciences.

• There is an opportunity to increase enrollment by advertising increased future job offerings.
• Environmental Science program student recruiting can benefit from:
  o Hands-on experiential learning focus—especially with the addition of a field station.
  o Faculty and student research collaborations.
  o Acquisition of lab and field equipment lab.
  o Improved marketing of program.

• The University can increase revenue through:
  o Increasing number of students into the four-year program that is enhanced by participation in activities in the laboratory, at a field station, and with local agencies and non-profit organizations during their junior and senior years.

Math

External Environment

National, State and Local Trends

• The shortage of science and math teachers is a growing problem in the United States.

• The need has increased for mathematical thinking and problem solving skills in the workplace.

• In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their futures.

• A study, released from CareerCast.com showed that the top three best jobs in terms of income and other factors were careers suited for math majors.

• Ohio must meet its talent challenge—produce more workers with advanced knowledge and skills in science, technology, engineering and math (STEM).

• In this region, an average of 13 computer and mathematical occupations positions will be available per year through 2014.

• While the need is increasing, the number of majors is decreasing. Without sufficient majors, it is difficult for a department to offer the range of courses and co-curricular experiences that best serves the students.

• There are enrollment management implications and marketing needs for this discipline.

Implications for Rio Grande:

• By hiring new faculty, the number of courses offered at the 300-400 level can be increased.

• With additional faculty, courses currently offered every other year could be taught every year. This would allow students to smoothly progress toward graduation eliminating the need for many course-by-arrangement situations.
• Scholarships for mathematics majors may be funded by certain state and national STEM initiatives, which may also allow for staffing increases.

• To ensure better success in the lower level courses, the placement procedure will need to be continuously improved.

Wildlife and Fish Conservation Management

External Environment

National Trends:

• The job market remains very tight. Individuals with Bachelor of Science (i.e., four-year) degrees clearly have the advantage over those with Associate degrees. But, those with Master’s degrees often secure the entry-level full-time positions where those with four year degrees meet minimum qualifications.

• No significant increases in hiring by federal agencies or non-governmental agencies is anticipated in light of the national and international economy.

State Trends:

• There is no anticipated significant turnover in Ohio Division of Wildlife personnel in the next 10 years. Most full-time openings tend to be filled by either individuals with a Master’s or Ph.D. or who have received promotions. The entry-level replacements often are chosen from individuals who have put in one or more stints as seasonal employees to be ‘pre-evaluated’.

• There is no anticipated significant increase in employment opportunities with federal agencies such as the U.S. Forest Service (part of USDA), Wildlife Services (part of USDA), or the U.S. Fish and Wildlife Service in the state.

Local Trends:

• Employment trends in the four-county region (Gallia, Jackson, Meigs, and Vinton) remain the same. The few agencies in the region have few biologists on staff.

Implications for Rio Grande:

• Overall, there is little anticipated change in employment trends from the past 25 years. Despite increased awareness of the environment, increased recognition that wildlife and fish conservation expands well beyond meeting hunter and fishermen needs, and increased legislation/policy promoting wise stewardship of natural resources, funding for hiring additional personnel remains flat. Because of a buyer’s market, agencies often hire individuals with more education and work experience than needed for the position simply because those individuals are interested in getting their foot in the door. Subsequently, there is low turnover.

• The implication for the Rio Grande Wildlife and Fish program is that seeking enrollment beyond 15-20 students per year is unrealistic at this time because the potential for employing 15-20 graduates a year
in some conservation-related position is well less than 75%. The most responsible thing to do is improve the quality and content of the curriculum by keeping it up-to-date, providing unique field/hands-on learning opportunities, and establishing more diversity in the faculty so that the 90% of the core curriculum is not taught by two individuals.

- The Rio program has an opportunity to continuously improve the program (i.e., be more competitive with other four-year programs) if it has a field station (as long as it does not impact our ability to deliver other parts of the program because of funding limitations).

- Wildlife and Fish program student recruiting can benefit from:
  - Hands-on experiential learning focus—especially with the addition of a field station.
  - Faculty and student research collaborations.
  - Acquisition of field equipment for monitoring and establishment of a geographic information systems (GIS) lab.
  - Improved marketing of program—especially at Hocking College.
  - Establishing a field station that can provide opportunities to develop short-courses (for employed personnel requiring/desiring continuing education credit hours) and field workshops/camps (for area youth) if a field station were established and maintained.

- The University can increase revenue through:
  - Increasing number of students into the two-year (junior/senior years) program up to 40, which is enhanced by participation in activities at the field station.

Spanish

External Environment

National and State Trends:

- Spanish residents live throughout the world. Figures suggest that Spanish is the fourth most common spoken language in the world.

- There are around 350 million people whose mother tongue is Spanish. A great number of established business concerns are recruiting employees with excellent hold on the Spanish language to cater to the growing demand of Hispanic consumers.

Local Trends:

- There is more contact with the Hispanic culture as more Hispanics move into the area.
- There are more job opportunities for bilingual job applicants.
- There is a need for Spanish/English speakers in social service areas.
Implications for Rio Grande:

- Careers within the arts, media, and entertainment industries for those who are bilingual include positions in advertising, journalism/broadcasting, museums, public relations, publishing/editing, radio stations, television networks, translation and interpreting, etc.

- With a degree in Spanish, one can hold a position such as a language teacher, textbook publisher, study abroad program coordinator, etc. These types of careers can be found in universities and colleges, public and private elementary and secondary schools, libraries, English language institutes, international training institutes, student exchange programs, educational administration, and many more.

- More need for bilingual people in local, national and international employment.

- Having a second language improves job opportunities.

References are available online through Rio’s Intranet system.

With a degree in Spanish, one can hold a position such as a language teacher, textbook publisher, study abroad program coordinator, etc. These types of careers can be found in universities and colleges, public and private elementary and secondary schools, libraries, English language institutes, international training institutes, student exchange programs, educational administration, and many more.
Off-Site Locations:

Meigs Center – Pomeroy, Ohio
Vinton County – McArthur, Ohio

External Environment

National Trends:

- There is an emphasis on taking education to the students to increase enrollment.
- When unemployment rates increase so does enrollment at community colleges and branch campuses.
- The Federal Government continues to put emphasis on community colleges’ role in educating the workforce, through many grants and other funding incentives.
- A greater emphasis is being placed on educating and meeting the needs of adult learners.
- Large state institutions are placing more emphasis on branch campuses to remediate underprepared students.
- Economic hardships create transportation issues for many students, increasing the need for education closer to home.
- Adult students often need the flexibility in scheduling that branch campuses offer.

State Trends:

- Ohio emphasizes partnerships with the local/regional Adult Career Centers and Adult Basic Literacy Education programs to reach more students.
- There is a substantial increase in enrollment at most community colleges across the state.
- There is an emphasis on taking education to the students to increase enrollment.
- State emphasis on ease in transferability between public schools entices students to begin their education at local community colleges and regional campuses.
- Four of the top five careers with the most openings expected in Ohio through 2018 are in the customer service industry (waitress, retail sales, cashier, food preparation and serving).

Local Trends:

- There is a higher level of need for remedial education.
- There is a higher level of poverty and unemployment (Meigs County – 20.1% below poverty in 2008, Vinton County – 23% below poverty level in 2008).
• Local counties lag behind the rest of Ohio in educational attainment (Meigs County – 7.4% with bachelor’s degree, Vinton County – 6.0% with bachelor’s degree).

• More adults who are unemployed may need training and education that fit their needs and schedule, (evening, weekend courses, at locations closer to home, etc.).

• The Meigs Center has received multiple requests from the students and the community for an increase in public service programs.

• The community has requested a solid academic dual credit program with the local high schools. In addition, local high school administrators are willing to assist with transportation for these students. This issue has been discussed for several years, and has become extremely important to the community.

• The community expressed a desire for courses to give local residents the skills needed to start and operate their own business. This can be done both for credit and non-credit. The Meigs Center will explore both possibilities.

• There are frequent requests from students for social work and psychology programs at the Meigs Center.

• Community members at the town hall meeting expressed an interest in more technical-mechanical based programs. The Meigs Center is committed to exploring the employment needs of the area and the desires of the community to meet this need.

• The Meigs Center has developed a strong base of students pursuing education courses. In addition, the Meigs Center is interested in creating a more seamless transition to main campus programs.

• As the student base continues to grow, so will the opportunity to provide upper division programs on site. The Meigs Center will create a dynamic business plan to determine needs for baccalaureate degrees for the future.

• Vinton County community members showed very strong support for the McArthur Center and a solid commitment to higher education in their community.

**Implications for Rio Grande:**

• The potential exists for a new market of students who want evening classes and classes offered closer to their community.

• The need for a strengthened developmental educational program for students requiring remediation in English, reading and or math will have a positive impact on retention.

• The branch campuses can become the conduit for more students entering into University programs.

• Rio Grande has the ability to contribute to long term benefits of the local community by creating a more educated labor pool.
Expand academic programs at the Meigs Center:
  
  - Offer the EMT basic courses in the future as marketing indicates the need and funds allow.
  - Offer courses for a certificate program building from the EMT basic.
  - Offer a two-year sequence of academic courses for dual enrollment with the local schools beginning fall 2011.
  - Begin a for-credit certificate in entrepreneurship beginning fall 2012.
  - Offer a certificate program in customer service training by 2012 to better prepare the workforce for these positions.
  - Offer the Associate of Arts in Social Services at the Meigs Center beginning fall 2012.
  - Offer a technical program, yet to be determined, beginning fall 2013.
  - Beginning fall 2011, the Meigs Center will offer lower division courses needed to pursue a Bachelor of Science in Early Childhood Education (ELE).
  - Begin offering upper division courses towards a BS in ECE by fall 2013.
  - Offer an additional baccalaureate program, yet to be determined, on site beginning fall 2015.

The McArthur Center will explore offering courses towards an Associate of Applied Business in fall 2012.

- Expand student services at the Meigs Center.
- The Center is growing in ways that indicate a potential need for more space. A facilities study will be completed.
- Increase overall FTE of the Meigs Center.
- Create a dual enrollment schedule with local school districts.
- Add additional degrees available entirely at the Meigs Center (i.e., healthcare).
- Begin to offer bachelor degree courses/programs.
- Expand offerings from general education/transfer module.
- Increase enrollment in PSEO program.
- Accommodate local and regional future workforce needs (AMP Ohio Power Company).
- Continue relationship building with local community (ACUTE care facility, etc.).
• Expand community involvement.
• Expand non-credit opportunities.
• Continue to expand course offerings and increase enrollment at the McArthur Center.

Enrollment Management

External Environment

National Trends:

• Students are opting for lower cost college alternatives — community colleges, public four-year institutions, or lower cost privates.
• The emerging focus will be on recruiting graduates, not freshman.
• “Traditional” students will diminish – replaced by older, female, minority and those studying part-time.
• Enrollments are increasing in Adult Degree Completion programs at large for-profit schools i.e. Kaplan, Phoenix, and Walden, impacting bricks and mortar schools.
• The economy is driving more students to seek alternative training for new careers.
• Higher education is struggling to keep up with cuts in federal and state funding levels.
• Decreases in financial aid funding, decreased endowment earnings and increases in tuition create major concerns for both students and institutions.

State Trends:

• The State of Ohio is expecting a 12% decline in high school graduates from 2009 to 2022.
• Goals for the University System of Ohio call for an improvement in educational attainment by graduating more students.
• State Subsidy funding formula will be based more on degree completion and remedial education advancement.

Regional & Local Trends:

• K through 12 enrollments appear flat throughout the four-county area.
• Appalachian college enrollment continues to lag behind in state and national enrollment.
• Lack of local transportation funding limits the ability to get younger school age children on campus.
• The Rio region lacks organized efforts to educate younger students and their parents on the value of a college education.
**Goals for the University System of Ohio call for an improvement in educational attainment by graduating more students.**

**Implications for Rio Grande:**

- Implement the marketing plan developed through an external agency, under contract since 2011.
- Review tuition alternatives for students progressing from the community college to the private university i.e. tuition banding vs. per credit hour charges, tuition leveling.
- There will be heavier competition for the same students within Ohio and surrounding states. Rio will increase efforts to recruit students from out-of-state and transfer students.
- Increase short-cycle Adult Degree & certificate programs including short term workshops and professional development opportunities.
- Increase online/hybrid courses.
- Work toward closing the gap between the Appalachian college-going rate and the state rate by developing avenues for early awareness with parents and students.
- Rio needs to increase cooperative, collaborative, and dual credit opportunities throughout the state, i.e., InnovatEd, 2 + 2’s, and articulation agreements with community and technical colleges.
- Increase diversity and multicultural populations on campus.
- Increase retention rates from first year to second year.
- Increase graduation rate and establish system for monitoring employment rates for our graduates. Increase articulation agreements.
- Expand and review the location of new off-campus sites.
- Review, revise, and add Adult Continuing Education/ Degree completion programs.
- Review the scholarship structure and disbursement.
- Work with the Council On Adult and Experiential Learning (CAEL) to expand credits for life experience.
- Increase involvement and presence in the local communities.
  - Sponsor local events.
  - Participate in community activities and fairs.
- Increase diversity recruitment.
- Increase retention efforts and marketing to current students.
- Technology improvements:
  - Increase the use of technology in recruiting, including social networking.
  - Individualized recruitment through technology.
• Review the potential for more study abroad programs.
• Expand and improve the honors program.
• Increase the adult learner population and analyze the need for childcare; create appropriate partnerships.
• Study the possibility of instituting a pilot project with family housing.
• Continue to increase the military-friendly reputation of Rio Grande; it is already recognized nationally.
• Study the impact and costs of incentives such as laptops for new students and or current students. (normally covered through fees at other institutions)
• Utilize off-campus sites for upper division classes.

**Student Financial Aid**

**External Environment**

**National/International Trends:**

• Published tuition and fees at private, nonprofit colleges and universities increased an average of 4.5 percent for the 2010-11 academic year, while private colleges increased institutional student aid by an average of 6.8 percent, according to the final results of a membership survey conducted by the National Association of Independent Colleges and Universities (NAICU). The 2010-11 increase in institutional student aid comes on top of a 9 percent increase in 2009-10.

• In 2008-09 institutions provided about $24 billion in grants to undergraduate students. Institutional grants increased from 34% of total undergraduate grant aid in 1990-91 to 40% in 2000-01, and were 39% of the total in 2008-09. The federal government provided 36%, state governments provided 13%, and the remaining 12% of grant aid came from other private sources (College Board, 2009).

• According to the College Board, average published tuition and fees at private colleges and universities in 2009-10 was $26,273. However, the College Board also reports that after grant aid from all sources and federal tax benefits, average new tuition and fees for full-time student drops to $11,870.

• At private colleges in the lowest quartile by tuition level, the average discount rate was 25% in 2007-08, compared to 33-34% at higher-priced institutions. The lower-priced private colleges, which devote larger proportions of their aid to purposes other than meeting financial need, have increased their discount rates most rapidly in recent years. College Board, Trends in Higher Education Series 2010.

• Prices net of institutional grants and tuition waivers average about 10% below the published price at public two-year colleges, about 20% below the published price at public four-year institutions, and about 33% less than the published price at private not-for-profit four-year colleges and universities. College Board, Trends in Higher Education Series 2010.
State Trends:

- Unemployment and a changing work force are pushing a growing number of nontraditional students to pursue higher education.

- At Ohio public two-year institutions (including university branch campuses), 36% of full-time freshmen received loans with an average value of $2,506.

- At Ohio private nonprofit four-year institutions, 67% of full-time freshmen received loans with an average value of $4,357.

- Because increases in Ohio public tuition have outpaced increases in state and federal grant assistance, families must contribute a significant and growing percentage of their income to achieve financial access to college or students must borrow more. For example, between 1993 and 2002, average tuition at Ohio public universities rose by 76% while the average Pell Grant and average Ohio Instructional Grant awards rose by 43% and 76% respectively according to data from the Ohio Board of Regents. Ohio per capita income rose by approximately 41% in this period.

Regional/Local Trends:

- There are declining state populations and high school graduates projected through 2020.

- The Ohio College Opportunity Grant funding fared well for private institutions in the State’s fiscal years 2012-2012 biennial budget.

- There is increased discounting by private universities.

Implications for Rio Grande:

- Institutional grant aid makes it possible for students to enroll in colleges and universities that they could not otherwise afford. However, providing access is not the only goal. Institutional aid, which is a discount from the published price, needs to be used strategically to fill seats that would otherwise be empty, to improve the academic profile, to build winning athletic teams, and to add diversity to the campus.

- External oversight from the federal government is increasing exponentially. Therefore, all staff need to be very well trained to do their jobs and meet all compliance issues regarding Title IV funding.

- There is increasing pressure from the Department of Education against manual processes. Rio will need to assure automation of all functions.

- More scholarships will be raised to buoy the resources available for aid to students.

- Renovations in Florence Evans Hall for a “one-stop shop” will enable a better environment physically for serving Rio’s learners.
Administration and Operations

Human Resources

External Environment

National Trends:

- Fewer full time faculty positions are being filled as tenure track. (Chronicle for Higher Education)
- More part-time positions are being utilized with not as many full-time faculty members being hired. (Chronicle for Higher Education)
- Institutions are increasingly hiring higher level administrators with a business background as well as experience in higher education. (College and University Personnel Association/CUPA)
- Compliance with all rules and regulations requires an increased focus on accountability of all employees.

State Trends:

- Retention of faculty and administrators in higher education is becoming such a challenge due to the economy, human resource groups for higher education such as College and University Personnel Association-HR Ohio are offering workshops and professional development for HR managers on the topic. (CUPA-HR)
- Both private and public universities, those with and those without unions, are implementing early retirement incentives. (Chronicle for Higher Education)
- Community college enrollment is increasing, providing more opportunities for part-time faculty employment. (IPEDS)

Regional/Local Trends:

- Increase is seen in instructors rather than higher ranked faculty with an increase also in support staff. (IPEDS)
- Distance learning is being reviewed more due to large numbers of working students who want to pursue undergraduate and graduate degrees, as well as international students who not only have desire but financial funds to pay for a college degree. (Chronicle of Higher Education)
- For higher education administrators, more advanced degrees are being offered online to allow work, experience and degree completion.

Implications for Rio Grande:

- All new faculty and staff will receive appropriate orientation, including policies and procedures.
- Continuous training will be provided for all employees.
- The Human Resources staff will focus on their own professional development to assure compliance with national and state regulations.
The institution will continuously review and make recommendations about potential early retirements, benefits packages and the workplace environment for employees.

- Human Resource audits will be done every five years.

**Institutional Advancement/Alumni Relations**

**External Environment**

**National Trends:**  
(Giving USA Foundation Report, 2010)

- 2009 Charitable Giving Total $303.75 billion.
- Decrease of 3.6% (-3.2% adjusted for inflation).
- Individuals remain the single most important source for giving.
- Individuals plus charitable bequests = 83% of total.
- Foundation grant making: 13% of total.
- About half of independent, community, and operating foundation giving is from family foundations.
- Individual plus bequest plus family foundations = 89%.
- Corporate giving is an estimated 4% of the total.
- Religion remains the largest single recipient at 33% of total.
- After religion, next highest categories are:
  - Education, 13%.
  - Foundations, 10%.
  - Human Services, 9%.
- Estimates grounded in data submitted by organizations to national agencies.
- Unallocated includes gifts to government agencies, public schools (public school foundations are included), or new charities to international organizations; and differences in fiscal year.

**Giving to Education, 1969-2009**

- Education: $40.01 billion in 2009.
- Giving USA’s findings include higher education giving for calendar year 2009, including contributions estimated for public, private, and charter K-12 schools, after-school and tutoring programs, libraries, and programs focusing on educational research and policy.
- The number of organizations continues to increase. However, not all organizations register with the IRS; many grassroots organizations do not register at all.
**State Trends:**

- Fundraising for community colleges is becoming more organized (Ohio Association of Community Colleges, 2010).

- A 2004 survey showed Ohioans see K-12 state funding as more important than higher education funding, which most think is adequate (McCaulley, 2004).

- Ohioans are coming to understand that higher education, in some form, is necessary (McCaulley, 2004).

- Ohio communities are linking K-16 to economic development (KnowledgeWorks Foundation).

**Local Trends:**

- The impact of the economic recession creates a decline in charitable giving. However, many higher education institutions continue to grow their endowments.

**Implications for Rio Grande:**

- The Office of Institutional Advancement will work with current donors to upgrade communication, cultivation, solicitation and stewardship.

- Increase use of online communication for fundraising, especially with younger alumni.

- Segment alumni and tell Rio stories that connect them as a group.

- Retain current donors and expand the donor base.

- Concentrate on more individual gifts, asking more people for larger gifts.

- Add substantially more personal visits and increased contact with donors.

- With the help of the accounting office and financial aid, demonstrate impeccable stewardship of gifts.

- Strong alumni giving can help with securing much needed corporate donations and foundation grants; all of which can aid in alleviating budget concerns.

- Alumni who are engaged help promote Rio Grande and sell it to prospective students.

- Regional activity can assist with the promotion of Rio Grande; assist with job placement of graduates.

- Events and stakeholder involvement help to increase affinity for Rio Grande.

- Education of current students and alumni is necessary for understanding need for alumni support.
Priorities

- Establish a Rio Foundation with an active board.
- Identify, cultivate, and solicit more donors.
- Improve alumni giving to reach 20-25% by 2016.
- Add a major gifts officer as funds allow.
- Work with a transition consultant to identify and seek more national foundation gifts.
- Initiate a capital campaign based upon the strategic plan.

Accounting/Business Office

External Trends

National and State Trends:

- College costs are going up faster than inflation.
- Tuition is going up faster than inflation.
- Grants and non-repayable aid is going down in total as well as a percentage of tuition.
- College education is less affordable to the lower middle class.
- All of this requires the Accounting/Business Office to assure outstanding service and leadership in methods to attract and retain students through appropriate funding models.
- Accounting regulations have changed; there are implications for the management and oversight of all funds.
- Business officers and leaders are increasingly requiring more accounting and higher education expertise, including regulatory savvy.
- Accountability and measurable metrics are central terms in all national and state discussions.

Implications for Rio Grande:

- Continue to professionalize the business offices and assure appropriate staffing and professional development.
- Assure compliance with all state and federal regulations.
- Internally audit all offices across the campus and at branch locations to assure compliance.
- Streamline services and upgrade technology to meet the changing needs of the learners and regulators.
- Proactively create and implement tuition and scholarship models for increased efficiencies and student recruitment.
• Offer outstanding customer service; follow through with customer from beginning to end.

• Solidify a strong cash flow through excellent management of revenue, investments, etc.

• Create a document of all business practices and policies, and an accompanying training manual.

Administrative Services

External Environment

National Trends:

• Colleges and universities face challenges of resource scarcity and affordability.

• Performance measurement and accountability demands lead to more data-driven decisions.

• Customer service is central to student success.

• Technology for teaching, learning and administrative operations are growing in both need and costs.

• Sustainability and “green campuses” are competitive advantages.

• Successful “student life” requires modern learner-friendly campuses.

State Trends:

• There is a continuous decrease in capital budget funds from the state.

Regional/Local Trends:

• Improvements in residence halls are key indicators in a competitive higher education environment.

Implications for Rio Grande:

• Rio Grande will increase student enrollment as well as increase gifts from donors to keep up with maintenance projects; otherwise, the deferred maintenance costs will increase.

• The comprehensive master plan completed in 2011 will become the roadmap for future improvements and fund raising.

Campus Wide: Sustainability – “Rio Goes Green”

Going Green is a phrase which encapsulates the new era of environmentalism as a movement which dates backwards beyond Earth Day. Sustainability is the capacity to endure. “Green” sustainability programs are adopted as initiatives which address environmental awareness, resource conservation, recycling, resource recovery, pollution abatement, energy conservation, etc. Aside from the corporate and personal responsibility factors, green initiatives on campus also can save money and promote healthy living and working conditions for students and staff.
National Trends:

Large and small businesses adopt Green business practices

- United Parcel Service adopts Green initiatives as a corporate responsibility. [http://www.sustainability.ups.com](http://www.sustainability.ups.com)


- Sodexo (Rio Grande's food service contractor) has adopted “The Better Tomorrow Plan” in support of their Corporate Responsibility Plan and has been recognized as a recognized leader in global sustainability. [http://www.sodexousa.com/usen/citizenship/thebettermorrowplan/thebettermorrowplan.asp](http://www.sodexousa.com/usen/citizenship/thebettermorrowplan/thebettermorrowplan.asp)

The **U.S. Green Building Council** has established and certifies The Leadership in Energy and Environmental Design (LEED) Green Building Rating System™ as the nationally accepted benchmark for the design, construction and operation of high performance green buildings. [http://www.usgbc.org/](http://www.usgbc.org/)

US Governmental agencies establish Green initiatives directed towards Higher Education

- The Environmental Protection Agency (EPA) establishes the Green Power Challenge and issues the US College and Universities Challenge. [http://www.epa.gov/greenpower/initiatives/cu_challenge.htm](http://www.epa.gov/greenpower/initiatives/cu_challenge.htm)

State Trends:

Higher Education Campuses commit to Going Green


- Some United States colleges are now going green by signing the “President’s Climate Commitment,” a document that a college President can sign to enable said colleges to practice environmentalism by switching to solar power, etc. The American College & University Presidents’ Climate Commitment (ACUPCC) is a high-visibility effort to address global climate disruption undertaken by a network of colleges and universities that have made institutional commitments to eliminate net greenhouse gas emissions from specified campus operations, and to promote the research and educational efforts of higher education to equip society to re-stabilize the earth’s climate. Its mission is to accelerate...
progress towards climate neutrality and sustainability by empowering the higher education sector to educate students, create solutions, and provide leadership-by-example for the rest of society. Association for the Advancement of Sustainability in Higher Education is formed and is quickly adopted in 2008 by a Memorandum of Understanding between U. S. Environmental Protection Agency and the Associated Colleges of the South. http://www.presidentsclimatecommitment.org/

There are significant cost implications for compliance, which would need to be considered.

Local Trends:

United States cities adopt Green initiatives to promote sustainability, healthful living and working environments and to attract new businesses.

- Columbus, Ohio – Columbus Green Spot. Cities create initiatives for businesses which adopt Green practices http://www.columbusgreenspot.org/index.asp

- Columbus, Ohio – Get Green Columbus. The Office of the Environmental Steward was created as part of Mayor Michael B. Coleman’s Get Green Columbus initiative. Funded in part with a grant from the Solid Waste Authority of Central Ohio, the Environmental Steward’s Office is dedicated to making Columbus a green community. http://getgreencolumbus.com/

- The Gallia, Meigs, Jackson, Vinton Solid Waste Management District provides community and campus pickup for recycled paper. Participation is only voluntary for recycling. The District wishes for Rio to have a successful paper recycling program before expanding to other waste streams.

Implications for Rio Grande:

- The University of Rio Grande and Rio Grande Community College will commit to a “Going Green” program.

- Departmental and employee participation will be increased substantially.

- Contracted service providers can be required to participate and submit “Sustainability Plans” as part of their annual contract renewal.

- Energy conservation is the most direct method of cost savings impacting the budget. Each campus can adopt additional measures to extend the initial Energy Management Plan adopted earlier. Replacing lights with LED technology and replacing computers with newer Energy Star rated equipment are initiatives with a short return on investment.

- The Rio Goes Green Committee will be re-established and develop a business plan in the first fiscal year of this plan.

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Student Services

External Environment

National/International Trends:

- **Luxury** – Today’s students are coming from a very different household. They have never shared a bedroom (and most have not shared a bathroom). They seek the College/University which possesses the same luxuries they have at home: items which, in the past, were never imagined as a standard fixture. In efforts to attract and retain students, Universities are removing older residence halls and building luxury apartments. These facilities are being equipped with: Independent living quarters, WiFi, kitchens, fitness centers, swimming pools, game rooms, etc. Colleges/Universities are going the extra mile in efforts to recruit and retain students.

- **Privacy** – Students have higher expectations of where they live. National trends are moving toward apartment-style living rather than dormitory style (room-hallway and central restroom). Students who choose to live on campus demand the same privacy they experience at home. Even though students do not want to share a room, they will share an apartment where they have a greater degree of privacy. Many colleges/universities are hiring private firms to build and lease residential apartments.

- **Going Green** – Only a few years ago, “Going Green Initiatives” were thought to be a passing fad. This has since developed into a lifestyle, especially with the college-age crowd. Students have lived in an environmentally aware society their entire lives. They have come from public schools where recycling has always been an option. Given the opportunity, they will recycle.

  Green initiatives do not stop with recycling. Colleges and Universities across the nation are designing academic buildings and apartments with “green” technologies and “green” materials. These initiatives and construction techniques not only help with becoming more environmentally friendly, but also with heating/cooling costs.

- **“Long-term” Living** – With a trend toward apartment style living, many Colleges/Universities are becoming aware of a different student base. Students who are in need of long-term living arrangements can be:
  - Older
  - Married / Couple
  - Parent
  - International
  - Veterans
  - Other
Many students need residency for longer than the times currently allocated. They do not have the luxury of another home away from college. Rio has a growing need to support many students through semester breaks (Thanksgiving, Christmas, and summer) as well as students who remain at Rio to complete a Master’s degree. To attract this growing number of students who need these accommodations, Rio must be capable of housing and feeding them throughout the time they reside on campus.

- **Security** - Even though safety is typically the last priority to a student, safety is the primary concern of those dealing with the student population. Security measures aid in both recruitment and retention. Parents feel confident in sending students to a safe college/university. More important than reputation are visible reminders of safety: card-swipe systems, video cameras, etc.

**Implications for Rio Grande:**

- Capitalize on the growth of cultural diversity.
- Market residential living to commuter students.
- Update internal procedures – housing, health services, website, etc.
- Increase stakeholder participation in activities and organizations (retention).
- Utilize the master plan to prioritize campus needs and raise funds to improve/renovate dorms and other facilities.
- Increase the residential student population each year, and retain occupants through improved facilities and services.

**Athletics**

**External Environment**

**National/International Trends:**

- There is a national trend towards cost-containment and budget-cutting.
- More athletic departments are using web-based sports information and other emerging technology applications.

**State Trends:**

- Recruitment expenses related to facilities (Athletic and Academic).
- Athletic programs are heavily dependent on revenue from media and other corporations.

**Regional/Local Trends:**

- Area colleges/universities are focusing on services and programming that foster growth in responsible decision making and development of life skills for students/athletes.
Implications for Rio Grande:

• Rio must focus on services and programming that foster growth in responsible decision-making and development of life skills for students/athletes.

• Promote policies to reduce costs.

• Update and maintain facilities.

• Continue the growth and development of revenue from outside sources.

• Continuously improve the management of information technologies.

• Promote the NAIA “Champions of Character” initiatives.

• Assure compliance with all athletic regulations.

• Ascertain endowments for future and present athletic teams.

• Market in the Kentucky and Cincinnati area for athletes.

• Provide continued training for our leadership teams.

• Connect athlete alumni.

• Increase resident numbers through athletics.

• Athletic leadership will strive to mold and shape young men and women for the many occupations and professions necessary to live and work in a global community.

• Athletics will make every effort to uphold the great traditions and history of this institution.

• Rio wants potential students to look at Rio and the Athletic Department with an urgency to be a part of the collegiate journey. Coaches and students/athletes will be the leaders on this voyage to meet the demands of our community in the future.

• Planning and appropriate staffing will be needed to be competitive. Aim at moving the Director’s position to full-time, which will likely be a requirement of the Mid South Conference (MSC) and NAIA during the duration of this plan.

• By providing a pathway for each of our programs to accomplish this success, potential students will make every effort to be a part of a successful tradition.

• Promote programs as part of the institution’s marketing plan.

• Increase endowments to guarantee support of each program.

• Recruit out of the area to enhance exposure and success in the conference.
Facilities/Housekeeping

External Environment

National/Internal Trends:
• The move toward green and sustainable cleaning practices is the most notable trend in cleaning.

State and Local Trends:
• There is a movement toward green and sustainable cleaning goals. There is a constant push to hold or reduce costs due to diminishing state funds.

Implications for Rio Grande:
• Focus on current and future cleaning practices and on increasingly green and sustainable cleaning chemicals, equipment, and methodology (i.e., introduce a new floor finish technology that will be infinitely “greener” and less costly to maintain in the long run).
• Conduct periodic surveys of key university personnel to ensure the true customer satisfaction level;
• Increase customer awareness of the benefits and ease of transition to green cleaning program.
• Use survey and other communications to assure transparency of needs from all parties.

Maintenance & Grounds

External Environment

National and State Trends:
• Campuses across the country are going “green.”
• There is a trend to place students with similar interests together in themed dorms.
• Expectations of strong customer service and a well-maintained campus are key factors in attracting new students, especially with parents’ input.

Regional/Local Trends:
• Area colleges and universities regularly upgrade their physical plant.
• Competition is increasing for students.

Implications for Rio Grande:
• Rio must review its current on campus housing and consider ways to improve it.
• Increase the number of state-of-the-art classrooms and other facilities.
• Acquiring funds to support the master plan will completely redirect the efforts of the Maintenance Department in positive ways.
Food Service – Marketplace, Rio Cyber Café, Catering

External Environment

National Trends:
- Colleges/universities are providing food service in a restaurant style atmosphere with more made-to-order (à la carte) food stations.

State Trends:
- Schools are using fresher, lighter and healthier ingredients and making more foods from scratch.

Local Trends:
- Area schools are increasing their sustainability footprint by utilizing more local vendors, purveyors and farmers.

Implications for Rio Grande:
- Food Service is implementing additional made-to-order (à la carte) items on Wednesdays, one week for lunch and one week for dinner, featuring several new menu items.
- Food service is increasing small wares and small equipment to better execute additional made from scratch, home-style options.
- Food Service is using Bob Evans Sausage and Laurel Valley Creamery Cheese; both located in Rio Grande. Leadership is continuously looking to expand options with local vendors, purveyors and farmers.
- Implement a new program of “Resident Dining by Design” (begin implementing in stages or all at once during off hours).
- Aggressively market and advertise to commuter students and local catering.
- Develop a long-term plan of equipment needs.

Rio Grande Bookstore

External Environment

National Trends:
- Printed textbook sales are declining.
- Continued increase of alternative educational content delivery.
- Bookstores need to re-purpose to become “campus” stores.

State Trends:
- Follows national trends.
- There is pressure at the state level for more online textbooks and decreasing costs for students.
Regional/Local Trends:

- Printed textbooks actually on the increase.
- Awareness of alternative delivery of educational content is increasing as technology advances are made.
- Rio Grande Community College are enhancing satellite locations – the bookstore needs to be on top of widening customer base in terms of service.

Implications for Rio Grande:

- For the immediate future, revenue in the bookstore is increasing.
- Staff needs to stay abreast of alternatives in delivery methods.
- For the University and Community College, the bookstore will begin strategic planning and phasing in new venues, ideas, concepts, revenue streams, and profit centers to enhance and offer continued growth to the new “Rio Grande Campus Store.”
- In-store technology and applications need to be studied and implemented to improve service levels to current and future students/customers.
- Internet opportunities are not being fully utilized and explored. The University bookstore was involved at the early stages of electronic commerce, but has failed to fully exploit the offerings. This will change as part of the plan.
- Digital delivery of content and the response by students hinges on the needs of faculty members as well as the development of new technology. As the technology becomes more user friendly, the customer will more fully embrace this new approach to the educational process.
- The Bookstore manager and staff will continue to fully engage with counterparts at the local and national levels. Rio will attack the challenges and opportunities before us, instead of playing catch-up in an ever changing industry and economic environment.

Campus Police and Department of Public Safety

External Environment

National Trends:

- There are increasing standards for officer training and certification.
- There is increased reliance on digital CCTV (security cameras) and door locks.
- Colleges and universities are experiencing reductions or eliminations of grant and other funding for law enforcement and safety.
- At the same time, expectations for compliance, accountability and preparedness are on the rise.
State Trends:

- Increasing officer training and certification standards.
- Reduced state funding and services for local law enforcement due to economic challenges at state and national levels.
- There is increased reliance on digital CCTV and door locks.

Regional/Local Trends:

- Reduced or frozen budgets for law enforcement and other first responders.
- Lowest level of law enforcement personnel in twenty years in Gallia County.
- Increased demand for law enforcement services.

Implications for Rio Grande:

- These trends are troublesome locally, as the Campus Police finds it difficult to locate and retain qualified/certified peace officers due to increasing standards.
- New recruits are not successfully graduating state peace officer basic training in numbers as in the past, due to new administrative rules and laws increasing standards for peace officers statewide.
- Campus Police has had over a 250% turnover rate of sworn personnel within the past 36 months who go to better paying positions within law enforcement at a time when the hiring pool for qualified applicants is shrinking.
- Federal, state, and local budgets are cut, or remain stale due to the economy. The amount of law enforcement personnel in Gallia County is at a twenty year low as personnel cuts are made to balance budgets. The result is that the Campus Police must be more self reliant as some days in a given week the part-time Rio Grande Village Police Department will not have officers on duty, the Gallia County Sheriff’s Office will have one deputy covering the entire county, and the Ohio State Patrol may only have two or three personnel covering both Gallia and Meigs County.
- The lack of funding from both the federal and state governments for higher education law enforcement and safety means that sources for funding of projects to expand safety/security technology such as CCTV and digital door locks are almost without exception nonexistent. This comes at a time when there is public expectation that this technology be used to protect students.
- Although the outlook remains bleak, the crime rate for the institution continues to be low. Campus Police enjoys the full support of the Administration and operations are improving each year. To that end, the administration will develop a study in fiscal year 2012 of the staffing needs and challenges for Campus Police and security.
- Since 1996 when the Board of Trustees elected to create a police department as opposed to security, under Chapter 1713.50 of the Ohio Revised Code, University law enforcement operations continue to improve and meet all professional standards of the Attorney General’s Office - Ohio Peace Officer Training Council. With continued support from the Board and Administration, Campus Police and Safety will be prepared to protect students, staff, faculty, and visitors well into the future.
Campus Computing & Networking

External Environment

National Trends:

- Funding IT.
- Administrative/ERP/Information Systems.
- Security.
- Teaching and learning with technology.
- Identity/access management.
- Disaster recovery/business continuity.
- Governance, organization, and leadership.
- Agility, adaptability and responsiveness.
- Learning Management Systems.
- Strategic planning (technology).
- Infrastructure/cyber infrastructure.
- Everything is moving towards the use of technology.
- Higher education is challenged to keep up with new tools and demand for the next IT implementation.
- Cloud computing and software as a service (hosted services).
- Today’s “cloud-based” services offer higher education institutions high end Internet deliverable applications without the need for campus-based hardware replacements.

State Trends:

- Ohio Board of Regents assigning IT tasks to OARnet, OhioLINK, eTECH.
- Ohio Middle Mile Consortium – state network expanding in Ohio.
- State negotiated purchasing contracts.

Regional/Local Trends:

- Broadband availability and personal computer ownership increasing.
- Affordability, adoption & sustainability questionable.
- Many Rio Grande students come from homes where personal technology and high-speed broadband are not available or affordable - this illusion makes Rio Grande appear high-tech.
A Campus Technology Plan will be drafted and adopted which aligns directly with the Decade of Dreams Strategic Plan 2011 – 2021.

Implications for Rio Grande:

- A Campus Technology Plan will be drafted and adopted which aligns directly with the Decade of Dreams Strategic Plan 2011 – 2021.
- Expand wireless – everywhere – residence halls and all classrooms.
- Computer and network replacements (refresh cycles).
- Expand high speed broadband internet to all classrooms, labs and offices.
- Security – keep systems clean and information safe.
- Identity management – develop a single sign on and portals for web sites.
- Media enhanced classroom “Smart Classrooms“ expansion.
- Increased student computer ownership – laptops and tablets.
- E-mail and calendaring – hosted exchange services.
- Course management systems – hosted Blackboard services.
- Smart phones – adapting processes to mobile environment.
- Tablets – adapting processes to mobile environment.
- Websites redesigned to be more mobile friendly.
- Mobile applications to support Instruction and administrative functions.
- Clickers in classrooms.
- Move faculty from transparencies to PowerPoint & beyond.
- Peer to peer (P2P) and Higher Education Opportunities Act (HEOA) – all compliance issues.
- Total cost of ownership budgeting.
- Increase funding including the operational budget and fundraising for technology needs.
- Rio Grande has alumni with technology related careers – they can be beneficial as consultants and/or potential future donors.
- The State of Ohio is a leader in high-speed networking and broadband funding may influence great expansions in residential delivery for our students.
- The campus fiber network and connections to the Internet(s) are fully capable of tomorrow’s demands for higher network speeds – upgrades and expansions are feasible but still expensive.
- Other higher education and business environments lead Rio Grande’s implementation – Rio Grande benefits from others whose experience at the “Bleeding Edge” provides us better best practices to follow and better pricing as the costs settle out.
• Technology pricing is going down for personal computers/laptops – chances are each student already has a capable system and the campus may see lesser demand for public computing centers.

• Higher education IT is a desirable sector for employment as opposed to IT sales, consulting & support; qualified new position applicants should be available.

• Rio Grande will address the implications of information and instructional technology needs in capital and operational budgets to create a sustainable budget model.

• Aging & inadequate equipment must be replaced before failures occur.

• The applied technologies available within the institution have a direct effect on the marketing, recruitment and retention of students – highlight Rio’s IT strengths but also understand our deficiencies.

• New and existing faculty need technology proficiency and continuous professional development for instructional and administrative technology applications.

• Professional development programs will be created for IT support personnel in the highly technical areas they are asked to implement and support.

• IT policies & procedures must be reviewed, updated and adopted to meet the requirements of internal and external compliance, federal, state and local laws, etc.

• IT staff must be within an organizational structure which strengthens collaboration across departmental and expertise areas. Reengineer all IT structures by fall 2012.

• Campus IT surveys will be developed and deployed on an annual basis to solicit input from stakeholders.

### Management Information Systems

#### External Environment

**National Trends (same as previous section):**

**State Trends:**

• There is an increasing number of online courses.

• There is competition at the state level with online universities. Consequently, states are banding together to compete.

• Ohio is encouraging sharing services among Institutions, however there is uncertainty about sharing data.

• The cost of software maintenance has leveled off at about 20% of the cost of replacing software. This ensures increasing costs.

As Rio gains experience working with other institutions and businesses, the University can look to outsource non-core business functions as it makes financial, strategic, and technical sense.
Regional/Local Trends:

- Auditing issues.
- Aging faculty/young students – digital lifestyle divide.
- Interest in serving adult students remotely.
- Retention and retention tracking.
- Admission and recruiting, tracking Customer Relationship Management (CRM).
- Growing staff, growing costs – hardware/software maintenance.
- Growing number of software packages and external connections.

Implications for Rio Grande:

- Move from StudentSpace/Great Plains and other software systems to KUALI to lower maintenance costs and to conform to other school systems for a source of assistance.

  KUALI - $45K/year in maintenance for StudentSpace and $10K/year in maintenance can be reduced to a minimum, $4500 per year. In a consortium of other schools or if Ohio Board of Regents (OBR) would join, could reduce maintenance costs further. Rio technology leaders are discussing with a firm that hopes to provide KUALI consulting services at $40/hour with Ohio based employees, which is the cost we pay currently for programming services from India. Currently we pay $125 to $195 per hour. Going with a commercial system today such as Banner or Jenzabar would require an upfront cost of about $1 million for Hardware/Software, another $1 million in consulting services at $300/hour for software consulting and $300/half hour for Hardware consulting plus travel. It would also require hiring additional personnel to maintain the system.

- Outsourcing – Continued outsourcing through VOS provides us with:
  - Database expertise versus hiring a Data Base Administrator on campus.
  - Around the clock service (24/7), which we can replicate on campus without additional hiring.
  - Secure backups and a warm disaster recovery site which would be very costly to start and maintain since we would have to buy equivalent equipment.

- Continue discussions about shared services with other colleges.
- Continue to participate with other institutions and agencies; new ideas and opportunities are just beginning to evolve from these relationships.
- As Rio gains experience working with other institutions and businesses, the University can look to outsource non-core business functions as it makes financial, strategic, and technical sense.
• Continue to migrate more of the MIS office functions to Institutional Research work. Over the last three years, the Institutional Research work has grown from 20% of the work of one person to about 80% of the work of one person. The institution’s use of data is growing as well as its appetite for questions. In 2011-12, Rio will begin the process of Program Review, which will require more time for IR data. To continue this work as demands grow will require purchasing statistical tools.

• Rio Grande needs to become more systemic in its processes and move towards professional management. Over the last two years, there has been recognition of systemic issues and there needs to be continued emphasis on establishing policies and procedures. As other institutions in the state move toward the semester system, we will be able to share experience with institutions our size as they will be facing similar issues of size, growth, and scheduling.

• Continue to be experimental and lead the college into cutting edge technologies and services. According to a survey of students at Washington State Community College, of those students that have cell phones, less than 20% have smart phones. From an MIS viewpoint, while its applications are not specifically designed for mobile computing, the online tools are functional on mobile devices. While the number of students who have the capability to use mobile devices is not large at this time, it will continue to grow as the use of mobile devices is the fastest way in this region to close the digital divide.

• Move from StudentSpace/Great Plains and other software systems to KUALI to lower maintenance costs and to conform to other school systems for a source of assistance.

• Look for opportunities to share services with other institutions.

• Continue to outsource non-core business functions.

• Continue to migrate to more work in Institutional Research.

• Continue to standardize policies and procedures.

• Continue to be experimental and lead Rio into cutting edge technologies and services.

**Overall Student Services Observations:**

1. Develop a proactive approach to the recruitment and retention of our students through visible change and improvements to our current on campus facilities.

2. Enhance on-campus programming for all students (residential and commuter) through various activities, events, instructions and other forms of interaction.

3. Enhance the multi-cultural affairs office with additional programming for our diverse student population.

4. Identify recruitment and retention tools for residential students through creative, cost-reducing programs such as Earn Forward, Tuition Assurance, etc.

Statistics have shown that a socially engaged student is much more likely to enjoy a sustained and successful college career.
5. Explore the reinstatement of residency requirements for all our out of state and international students.

6. Increase the overall number of students who join and actively participate in some form of organization on campus. Statistics have shown that a socially engaged student is much more likely to enjoy a sustained and successful college career.

7. Enhance activity opportunities for our commuter population by continuing to focus on multiple on-campus activities throughout the day.

8. Adjust the mindset “It has always been this way”; dare to be creative and innovative in our changes, keeping the student need first as we move forward.

**Overall Administration and Operations Observations:**

1. Focus on PEOPLE; internal and external stakeholders.

2. Reengineer Institutional Advancement to add a Foundation, Capital Campaign and greater involvement of alumni.

3. Grow the efforts for community engagement for students, faculty and staff.

4. Position the President as the voice for Rio Grande, and an opinion leader at the local, state and federal level.

5. Move from Student Space/Great Plains and other software systems to KUALI to lower maintenance costs and to conform to other school systems for a source of assistance.

6. Look for opportunities to share services with other institutions.

7. Continue to outsource non-core business functions.

8. Continue to be experimental and lead the college into cutting edge technologies and services.

9. Implement the findings of the Campus Master Plan (through fundraising).


**Community College Trends**

**Community College**

**External Environment**

**National:**

- When unemployment rates increase, so does enrollment at community colleges.

- The federal government continues to put emphasis on community colleges’ role in educating the workforce, through many grants and other funding incentives.
• Emphasis on educating and meeting the needs of adult learners.

• Promoting understanding of the fact that community colleges across the nation serve almost half of the undergraduate population of students.

• Emphasis on taking the education to the students to increase enrollment.

• National political leaders are promoting community colleges.

**State Trends**

• Colleges are faced with shrinking state subsidies and a substantial budget gap for the next biennium.

• Emphasis on partnership with the local/regional Adult Career Centers and Adult Basic Literacy Education programs to reach more students.

• Substantially increased enrollment at most community colleges across the state.

• Emphasis on taking the education to the students to increase enrollment.

• There is an emphasis on partnerships with local/regional Adult Career Centers, and shared services with other colleges.

**Local Trends**

• Higher level of need for remedial education.

• Higher level of poverty and unemployment.

• More adults who are unemployed needing training and education that fits their needs and schedule. (Evening and weekend courses, at locations closer to home, etc.)

**Implications for Rio Grande**

• Decreased funding and uncertain future budgets with regard to state funding for the next few years will require effective budgeting.

• The potential exists for a new market of students who want evening classes and classes offered closer to their community.

• The need for a strengthened developmental educational program for students requiring remediation in English, reading and or math which could have a positive impact on retention.

• The Community College will become an increasing conduit for more students entering into University programs. Specific actions may include, but are not limited to:
  
  o Becoming more flexible to efficiently use our limited resources to meet the needs of the customers and eliminate programs as demand requires.
  
  o Engaging more students through continuing education offerings.
Colleges are faced with shrinking state subsidies and a substantial budget gap for the next biennium.

- Partnering with the University to offer Bachelor’s degree programs at the off-site locations.
- Offering a full complement of night courses which lead to degrees.
- Enhancing retention through student success programs across the institution.
- Enrolling more adult students by providing services (schedule, after-hours services) that are required by adult learners in a friendly, non-intimidating atmosphere.
- Expanding enrollment with a course schedule that is more efficient and student friendly.
- Increasing efforts to retain the students already recruited by strengthening customer service/retention services and overhauling the developmental education courses.
- Consider creating an off-site location in Jackson County.
- Continue to grow the enrollment at off-site locations.
  - Meigs – maximize enrollment in Community College courses – which will necessitate additional space to be added at the site.
  - McArthur – offer complete transfer module and selected associate degree programs, along with courses at night and day – which will necessitate the college seeking an alternative/additional space.
Chapter Three  
**Recommendations and Measurements of Success**

**The Themes**

The extensive research conducted for the environment analysis resulted in four major themes. The themes help frame specific goal areas which emerged during the planning process. The goals follow this section.

The four themes permeate the five key areas of goals and everything that will be done in the next decade to take Rio to new heights. Below is a brief explanation of each area.

**Image**

It is very important to define the image of Rio Grande – its brand, positioning and competitive advantage. The image is also reputational and is defined through the appearance of our campus and its many buildings and classrooms. The first impression potential students and parents hold of a campus visit is based on the condition of the physical plant, but also the image projected by the tour guides, the faculty, print and online recruitment, etc. To that end, a marketing firm will be hired early in the planning years, but the actual image of Rio Grande remains in the hands of all stakeholders, beginning with the Boards of Trustees.

**Quality**

Quality is measured in our programs, our graduates, our level of professionalism, and how we meet the demands of a diverse audience. The Rio family recognizes its strengths and weaknesses, and intends to raise the bar on a daily basis. Throughout the planning process, participants emphasized a passionate dedication to continuous quality improvement for Rio Grande as a benchmark for measuring our success.

**Customer Service**

Stakeholders often noted the importance of serving our learners as if they were customers. They have a choice to go to other institutions, including hundreds of online programs. This plan demands a very serious look at offering our students the kind of service that makes them want to come to Rio Grande, to stay through graduation, and to become lifelong advocates and supporters as alumni. We also must offer quality customer service to our own employees, as well as the many stakeholders who support or benefit from our programs – academic, cultural, athletic, etc. It is the intent of this plan to heighten the awareness of the many aspects of customer service, and respond in aggressive and measurable ways.

**People**

The University of Rio Grande and Rio Grande Community College are nestled in the beautiful hills of southeastern Ohio. Along with that location comes a deep sense of Appalachian values. We respect family, loyalty, hard work and commitment to our purpose as educators. To that end, this plan positions PEOPLE as the most important resource in our portfolio, and it is our intent to show measurable progress in valuing that asset.

**The Goals**

The planning process identified five major goal areas. They are the dreams within the plan. Without any advanced awareness, we found the first letter of each area spelled out the word **F-A-C-E-S**. Therefore, we present the many faces of Rio Grande, read in counter-clockwise order to assure a special focus on students first.
<table>
<thead>
<tr>
<th>The Dreams</th>
<th>Measurement of Success</th>
<th>Timeline</th>
<th>Person(s) Responsible</th>
<th>2016 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Revenue</td>
<td></td>
<td></td>
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<tr>
<td>Overall Revenue/Enrollment</td>
<td>Increase total FTE enrollment.</td>
<td>Fall 2011 117 FTE/yr 6.4% increase</td>
<td>Academic Affairs</td>
<td>2,400 total enrollment 32% increase</td>
</tr>
<tr>
<td>(see key indicators at end of chapter)</td>
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<tr>
<td>RGCC Tuition</td>
<td>Increase tuition revenue by a minimum of 3% and within state caps assigned in each biennial budget.</td>
<td>Fall 2011</td>
<td>Academic Affairs/RGCC</td>
<td>Increase tuition revenue by 15.9% cumulative</td>
</tr>
<tr>
<td>URG Tuition</td>
<td>Increase revenue annually by 6.7%</td>
<td>Fall 2011</td>
<td>Academic Affairs/Accounting</td>
<td>Increase revenue by 33.5%</td>
</tr>
<tr>
<td>Institutional Advancement/Fundraising</td>
<td></td>
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<tr>
<td></td>
<td>Increase revenue by 10% annually.</td>
<td>Fall 2011</td>
<td>Institutional Advancement</td>
<td>Launch Capital Campaign; 50% increase in unrestricted giving; Increase grant revenue by 47.8%</td>
</tr>
<tr>
<td></td>
<td>Increase grant revenue by 10%.</td>
<td>Fall 2011</td>
<td>Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Balanced Budget</td>
<td>Achieve positive Unrestricted Net Assets (UNA)</td>
<td>All fiscal years of the plan.</td>
<td>Administration/Accounting</td>
<td>Increase UNA by 4%</td>
</tr>
<tr>
<td>Tuition Flexibility and Competitive Structure (i.e., special programs, military options, etc.)</td>
<td>Develop competitive tuition pricing for undergraduate &amp; graduate Programs. Develop competitive fees for licensure/certification/degree completion programs.</td>
<td>Fall 2011</td>
<td>Academic Affairs/Accounting</td>
<td>20% increase enrollment in non-traditional programs</td>
</tr>
<tr>
<td><strong>The Dreams</strong></td>
<td><strong>Measurement of Success</strong></td>
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</tr>
<tr>
<td>Scope of Programs</td>
<td>Market needs assessment to assure Rio is offering the most relevant programs.</td>
<td>Beginning fall 2012 based on program review and needs assessment</td>
<td>Dean of Enrollment Management</td>
<td>See program review section under Student Success</td>
</tr>
<tr>
<td>Adult Learners</td>
<td>Increase number of adult learners.</td>
<td>5% yearly</td>
<td>Dean of Enrollment Management and Provost</td>
<td>25% increase</td>
</tr>
<tr>
<td>Offsite location</td>
<td>Create certificate and degree programs at Meigs.</td>
<td>Fall 2013 and increased yearly based on market needs</td>
<td>Director and Provost</td>
<td>2 full degree programs at Meigs, 3 certificate programs at Meigs, Others based on market research</td>
</tr>
<tr>
<td>Scheduling</td>
<td>Revamp scheduling to provide more night and weekend courses; plan to offer complete degree program at night.</td>
<td>Beginning fall 2012, increase night classes. Yearly growth of 5%.</td>
<td>Provost, Deans</td>
<td>25% scheduling shifts on market needed</td>
</tr>
<tr>
<td>Online and Hybrid Programs</td>
<td>Increase number of online/hybrid courses by 10% annually.</td>
<td>Annually</td>
<td>Provost, Deans</td>
<td>25% increase</td>
</tr>
<tr>
<td>Shortened Time to Degree</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Diversity</td>
<td>Increase diversity on campus through programs and specialized recruitment channels for students and employees.</td>
<td>Immediate and ongoing. Same</td>
<td>President, Provost, Dean of Students and VP Human Resources</td>
<td>Increase diverse student body by 10%</td>
</tr>
<tr>
<td>Accessibility Services and Facilities</td>
<td>Enhance Accessibility Office by adding a part time position to assist with case load.</td>
<td>Fall 2011</td>
<td>Dean of Students</td>
<td>Continue</td>
</tr>
<tr>
<td>International</td>
<td>Increase number of international students by creating cooperative agreements with institutions abroad.</td>
<td>Fall 2013 and ongoing</td>
<td>Provost, Dean of Enrollment Management</td>
<td>Increase international students by 10%</td>
</tr>
<tr>
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<tr>
<td>Cultural Center of the Region (Destination Place)</td>
<td>Increase of at least two public events (speakers, theatre, music) per year.</td>
<td>Fall 2012</td>
<td>Provost, Deans</td>
<td>10 new events</td>
</tr>
<tr>
<td>Multi-Cultural Students</td>
<td>Create at least one new multicultural event per year.</td>
<td>Fall 2012</td>
<td>Dean of Students</td>
<td>5 new events</td>
</tr>
<tr>
<td></td>
<td>Produce one event per year for faculty, staff development re., multiculturalism.</td>
<td>Annually</td>
<td>Provost</td>
<td>Continue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2012</td>
<td>Dean of Enrollment Management</td>
<td>25% increase</td>
</tr>
<tr>
<td>Globalization</td>
<td>Development of articulation agreement with Trinity of Wales and other institutions for additional exchanges, cooperative degree programs, etc.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td>continue</td>
</tr>
<tr>
<td></td>
<td>Increase number of student exchanges by 5%.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td></td>
</tr>
<tr>
<td>Fine and Performing Arts Focus</td>
<td>With events described above, become a strengthened institution for Fine and Performing Arts.</td>
<td>Beginning spring 2012 and ongoing.</td>
<td>Dean and Department Chair, Faculty</td>
<td>Develop a Chautauqua-like setting in Rio Grande, with the above events and covered in state and national press (radio, television, print publications and on the Web).</td>
</tr>
<tr>
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<tr>
<td>Community Engagement</td>
<td>Create Advisory Council for off-site locations that meet at a minimum twice a year. Host town hall meetings once a year in all RGCC district counties.</td>
<td>Fall 2011 2011-2012</td>
<td>President/VP RGCC  President/VP RGCC</td>
<td>Develop and implement recommendations from the community councils and meetings.</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>Establish 1 new partnership each year with local businesses to meet their needs.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td>Four new partnerships to meet the needs of the community.</td>
</tr>
<tr>
<td>Other Higher Education Institutions</td>
<td>Partnership examples: Stark State CC Entrepreneurship Program Ohio University Entrepreneurship seminar For middle/high school students.</td>
<td>Fall 2013 Fall 2011</td>
<td>Provost  Workforce Solutions Coordinator</td>
<td>To have these partnerships on-going and productive.</td>
</tr>
<tr>
<td>K-12 and Career Schools</td>
<td>Meigs County High Schools, dual credit Vinton County High School, dual credit Gallia and Jackson County High Schools, dual credit</td>
<td>Fall 2011 Fall 2011 Fall 2012</td>
<td>Provost/Meigs Director (includes Vinton as well) Provost/Meigs Director Provost</td>
<td>On-going  On-going  On-going</td>
</tr>
<tr>
<td>Workforce Development and Training</td>
<td>Create two new business partnerships each year. Provide at least three new or renewed training sessions to local businesses each year. Explore one new program every two years to meet local job market demands.</td>
<td>Fall 2011 Beginning spring 2012 Fall 2013</td>
<td>Workforce Solutions Coordinator Workforce Solutions Coordinator Provost</td>
<td>Ten business partnerships on-going Fifteen new or renewed training Programs developed and implemented</td>
</tr>
<tr>
<td>The Dreams</td>
<td>Measurement of Success</td>
<td>Timeline</td>
<td>Person(s) Responsible</td>
<td>2016 Target</td>
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</tr>
<tr>
<td>Academic Advising</td>
<td>All students will meet with advisor before registration.</td>
<td>Fall 2011</td>
<td>Provost, Deans</td>
<td>continue</td>
</tr>
<tr>
<td>Academic Programs</td>
<td>Program Review</td>
<td>5-6 annually</td>
<td>Provost, Deans</td>
<td>continue</td>
</tr>
<tr>
<td></td>
<td>Student Outcome Learning Assessment</td>
<td>Yearly with feedback to budgets and planning</td>
<td>Provost, Assessment Director</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Improve the campus through upgraded technology.</td>
<td>Beginning fall 2011 and yearly (separate technology plan and master plan will be developed by December 2011)</td>
<td>Technology Leaders, Provost and Chief Operating Officer(s)</td>
<td>Competitive classrooms, labs, wireless buildings, instructional and administrative upgrades ($1,000,000 will be raised to support these initiatives)</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>Integrated referral between ABLE, Developmental Education and College-Level Classes.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td>Ongoing</td>
</tr>
<tr>
<td></td>
<td>Goal: 5% increase in students completing developmental education and enrolling in college courses.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td>15% increase</td>
</tr>
<tr>
<td>Certificate and Degree Completion</td>
<td>Meet or exceed the standards of the OBR Student Success Matrix.</td>
<td>Yearly</td>
<td>Provost, Deans</td>
<td>Continue</td>
</tr>
<tr>
<td>Career Counseling and Job Placement</td>
<td>Creation of comprehensive “center” for student needs in entering the workplace.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td>Continue</td>
</tr>
<tr>
<td></td>
<td>All graduating students will be given the opportunity for resume building and interviewing skills development.</td>
<td>Fall 2012</td>
<td>Funding requested through grants; outside funding will be needed.</td>
<td></td>
</tr>
</tbody>
</table>

continued
<table>
<thead>
<tr>
<th>The Dreams</th>
<th>Measurement of Success</th>
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<th>Person(s) Responsible</th>
<th>2016 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Scholarship</td>
<td>Create and implement new Honors Program.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td>15% increase</td>
</tr>
<tr>
<td></td>
<td>Increase number of students engaging in faculty-sponsored research or artistic activity by 5%.</td>
<td>Fall 2012</td>
<td>Provost</td>
<td></td>
</tr>
<tr>
<td>Student Life</td>
<td>Enhance campus facilities to attract and retain students.</td>
<td>Fall 2011</td>
<td>COO/Dean of Students</td>
<td>5% annual increase in residential students</td>
</tr>
<tr>
<td></td>
<td>Enhance on campus programming for all students (residential and commuter) through various activities, events, instructions and other forms of interaction.</td>
<td>Fall 2011</td>
<td>Dean of Students</td>
<td>10% increase in student involvement in extracurricular activities</td>
</tr>
</tbody>
</table>
Sample Key Indicators for Enrollment Projections

The following indicators were taken into consideration when determining enrollment:

1. Federal grants and potential cuts or increases (i.e., Pell, OCOG, Tech Prep).
2. State grants and potential cuts or increases.
3. Tuition and fees with projected increases/decreases and resultant income.
4. Student Success Rates funding of the Ohio Board of Regents, in effect for the duration of the plan.
5. Competition: comparative rates of other institutions.
6. Decreasing high school graduation rates in the State of Ohio (6%).
7. “Continuing students” – retention.
8. Graduate education growth, increasing adult learners.
9. Aging population – more adult learners and potential seniors’ programs.
10. Shifts in the regional population – particularly the four-county region in the Community College District.
12. College readiness.
13. Student scholarship and relevant incentives for attendance.
14. Other indicators as noted in the environmental trends.
Chapter Four
Personnel and Staffing Implications
Chapter Four
Personnel and Staffing Implications/
Recommendations

Professional Development
The role of professional development is absolutely critical to the future of Rio Grande as a vibrant, scholarly university and a responsive, market-driven community college. To that end, the following actions will be central to that success.

1. Funds will be raised each year to support the existing professional development fund.
2. Faculty and staff will be encouraged to develop yearly individualized professional development goals.
3. These goals may align with the strategic plan, as well as provide personal growth for the individual.
4. An annual program will be developed to bring speakers to campus to reach wider numbers of faculty and staff. This may be done in partnerships with other colleges, universities, regional or state associations.
5. Trustee professional development will continue and strengthen as part of the role of all board members.

Staffing
Specific staffing needs are not listed here. They will be presented as part of each annual budget. As with any other expenditure, staffing will not be added unless the revenue supports the increased costs. The accrued costs are high, and they should encourage all stakeholders to assist in revenue-bearing activities in order to become increasingly self-supporting and solvent. That being said, it is critical the following takes place as funds allow:

1. Faculty positions need to be filled to support programs, accreditation and overall student needs.
2. Staff positions need to be filled in order to provide appropriate services to learners.
3. For both faculty and staff, new positions will be added as revenue becomes available – based on program reviews and the priorities of the plan and its goals.
4. In cases where specialized accreditation and federal or state compliance are considerations, those areas may take precedence in staffing needs.
5. The implementation of the marketing plan and master plan will have staffing implications.

6. The Technology Plan will have staffing implications.

7. Faculty and staff will be involved in the above decisions each year.

8. Adjunct salaries were adjusted upward for the 2012 fiscal year. These salaries will need ongoing review and increases.

**Reengineering the Organization**

In order to respond to the dynamic needs of the strategic plan, organizational structure changes will occur throughout the next five years. The first such plan is an extensive academic reorganization, developed under the leadership of the Provost.
Chapter Five

The Vision
The year 2010 marked one of the worst years for college graduates since the Depression of the 1930s. Double-digit unemployment rates caused by predatory lending and corporate mismanagement led to a significant downturn in the economy. While many struggled to find someone or some institution to blame, the fact remained that thousands of individuals were out of work, businesses were folding, gas prices reached an all-time high, and funds to support education dwindled at the state and federal level.

In the face of seemingly great darkness, an unusual partnership in higher education found its calling – The University of Rio Grande and Rio Grande Community College, located in a small town of the same name. While some knew it was the original home of the now 1200 Bob Evans restaurants in the United States and Canada, others never heard of it. Most certainly could not pronounce it, Rio rhyming with O-H-I-O as opposed to the more typical pronunciation.

Rio, as the locals like to call the institution, is a combination of a public community college and a much older private university – started nearly 100 years apart. When community colleges were established by then Governor James Rhodes in Ohio in the 1970s, it was determined that a lovely residential campus already existed in that region. Deals were struck and a few key directions were set. The University would hold the accreditation in order to expedite the process, and therefore have many advanced degree professors. The students would reap the benefit of paying the Community College rate if they were residents of the designated district of four counties – Gallia, (continued on page 101)
Jackson, Meigs and Vinton. The University could raise funds for capital needs, and the State of Ohio would fund both buildings and community college student subsidies. The result was to be affordability and efficiency, while immediately serving needs of learners from within and outside the region. Two separate boards would be maintained to assure compliance with rules of each entity and their external stakeholders (i.e., donors, the State of Ohio, etc.)

As with many small liberal arts institutions, finances are often a struggle. The introduction of technical and occupation courses increased enrollment, but with the very reasonable tuition rates, it was often a struggle to get ahead financially. The ingredient for success came in 2010 at a joint retreat of both boards and the joint leadership team when they committed to working collaboratively to fight the trends of the economic downturn, students coming in without proper college readiness skills and a general malaise to embrace a bold, new future. They called their plan, Decade of Dreams.

Perhaps the overarching success of the plan is not its goals and objectives, but the passionate commitment the “owners” of the document hold for the Appalachian region they serve. The value of a post-secondary education in this region is often lost on the family members who never attended college themselves. But for those who need advance skill sets to earn substantially more income over the course of their lifetime, Rio is the place they call home. The trustees determined great institutions are born in times of economic devastation; they answered the call to action.

Rio is now a vibrant destination place for culture for those in Ohio, the contiguous states and beyond. In late 2011, the institution partnered with their neighbors at the now internally-known Bob Evans Farms to bring a Chautauqua-like environment to this very peaceful and beautiful retreat setting. Each spring and summer, speakers come from great distances to talk about pressing issues at the Farm’s 1500-seat outside amphitheatre. Performers provide entertainment from musical events to storytelling at the other indoor and outdoor venues at the site and across the street at the Rio campus. The once three-day Farm Festival which attracted 30,000 attendees is now parcelled out in smaller portions throughout the season, serving an additional 25,000 each year. Fine Woodworking artists come from all across the country to show their works, and take short courses from the well-known program at the University. Culture permeates the mission of the institution, reflecting both the Appalachian background and an historical presence of Welsh immigrants.

Rio Grande Community College, working with the University, has locations in all four counties, including a mix of branch campuses and on-site delivery through partnerships. Through an increased focus on Student Success, students are working closely to achieve college readiness and move through both the associate and bachelor programs. Scholarships help students at all levels, frequently attracting the top students from across the country due to the opportunity to participate in student research with faculty. Local business and education leaders came together in 2012 to establish the “CSFL (Customer Service for Life)” Career Center.

Board members applaud the focus on image, quality, customer service and people – established as basic themes in 2011. The combination of new programs, outreach activities, a successful capital campaign and a high profile presence at state and regional planning boards made all the difference. Today, the fiscal health of Rio is measurably stronger, allowing the next five years of the plan to begin on solid ground.

What makes the difference for this relatively unknown, humble institution in Ohio? People make the difference. Decade of Dreams was built on the shoulders of those who carry it willingly and with pride. Expect more great things in the next decade; the nation will be watching.
Vision 2021

As the plan enters its second five years, the following key goals will be met:

- Continuous quality improvement in all areas
- Re-accreditation through the Higher Learning Commission
- Specialized accreditation of select programs through rigorous national standards
- Improved financial health, with a goal of a constant 5% reserve
- Payoff of all loans and debts
- Facilities improvements continuing through the influx of funds from a capital campaign that will begin in the first five years
- An active, influential and successful Foundation Board
- Significant increases in faculty hired at more competitive salaries
- An enrollment capping due to maximizing the facilities, programs and intentionally selectivity of certain programs
- A move toward 35% alumni giving
- A vibrant and active student life on campus
- Increased partnerships
- National recognition for trustee leadership through the Association of Community College Trustees and the Association of Governing Boards
- And the dream continues.
Chapter Six
Next Steps and Evaluation

Next Steps and Evaluation

- Departments will develop individual plans and submit to the appropriate vice president. These are tactical planning documents to support the strategies of the institutional plan.

- Annual budget hearings and decisions will be based on the Decade of Dreams plan themes and goals.

- The annual budget presentation to trustees will tie directly to the themes and goals of the plan.

- A communications plan will be developed to unveil the details of the plan to external stakeholders in partnership with the marketing firm.

- A separate technology plan will be developed to support the Decade of Dreams directions, by December, 2011.

- Each department will be reviewed on an annual basis based on the accountability measures of the plan.

- Individual professional development plans will be developed in all departments and presented for approval and support to the vice presidents and Provost by area.

- Goals and objectives will be updated annually to reflect dynamic influences in international, national, state and local trends.

- At each meeting of the URG and RGCC boards, updates will be provided on the progress of the plan.

- At the annual October Joint Retreat of the trustees, the progress of the plan and any changing dynamics will be discussed at length.

- The plan will serve as foundation for a Case Statement for the next capital campaign. A feasibility study will be conducted in FY 2012.

- Extensive planning for partnership to fulfill the goals of the plan will begin immediately, and be reported on during board meetings.

- New members of each board will be oriented about the plan, and recommendations for membership will be based on potential trustees or Foundation board members skills set and position to assist in reaching the goals of the plan.
Appendix

List of Stakeholder Meetings and Surveys

Meetings:

1. Athletics
2. Student Services
3. Fine Arts
4. Humanities
5. Education
6. Business
7. Nursing
8. Madog Center/Welsh Studies
9. Jenkins Center for Student Services
10. County Town Hall Meetings
   a. Gallia
   b. Jackson
   c. Meigs
   d. Vinton

Surveys:

1. Online Survey of Alumni
2. Online Survey of Davis Library Users
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