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Introduction

This environmental scan provides information in categories similar to the environmental scan prepared in 2004 for the 2004-2007 Strategic Plan. It addresses trends in the following areas: the educational, economic, political, socio/demographic and technological environments as well as a competitive analysis. Economic and socio/demographic information comes from a preliminary draft of the 2006 Compass Report, prepared by United Way of Stark County.

The purpose of this scan is to identify opportunities and threats in the environment and to provide a framework for decisions on the selection of 2006-2007 strategic projects.

A special issues section regarding the AQIP (Academic Quality Improvement Program) model for accreditation in included in the report. Stark State has been accepted to follow the AQIP model for our next accreditation. This will be an important initiative in the coming years and should be considered as strategic projects are chosen.

Additional socio/demographic trends were identified at the Strategic Plan/Environmental Scan review meeting held on July 17, 2006. These were added to the Executive Summary and included in an addendum at the end of the report.
Trend Summary

The following list briefly explains all the trends listed in this Environmental Scan. Refer to the appropriate report section for a more detailed explanation of the trend, considerations for Stark State College, links to our strategic goals, and 2005-2006 carry over operational projects that address the trend.

**Educational Environment**
- There is escalating demand for postsecondary education.
- There is a continuously changing student “mix.” How, why and where students go to college is changing.

**Economic Environment**
- The manufacturing industry in Stark County is still a very large sector, but declining.
- Unemployment in Stark County was 6.4% in 2005. This is an improvement from 2003 and 2004, but still higher than the state (5.9%) and national averages (5.1%).
- The Stark County workforce population (ages 20-44) declined 7% from 1990 to 2000.
- The number of small businesses in Stark County is increasing.
- The health care and social assistance industry is growing in Stark County.
- There are other key industries that seem to be growing, too. Further analysis is required.

**Political and State Funding Environment**
- Ohio government is increasing demands for accountability from state institutions of higher learning.
- Many Ohio K-12 school operating levies are not passing, causing K-12 advocates to request more state funding. Possible reallocation of these funds will result in a reduced higher education budget.
- A continued lack of higher education state funding commitments is likely as the current elected officials and the gubernatorial candidates haven’t shown support for more higher education funding.

**Socio/Demographic Environment**
- The number of students in Stark County public schools decreased 1.5% from 1995-1996 to 2004-2005. Private schools saw a 17.7% decrease from 1999 to 2004.
- More graduating high school students are seeking postsecondary education.
- A high percentage of first-year college students require remedial courses.
- A growing number of older students, especially members of the 76 million baby boomers age 36 to 54 are returning to college for additional job training, new careers or personal growth.
- There is a “brain drain” – an outward migration of educated young people from Stark County / Ohio.

**Technological Environment**
- *The Classroom:* Expected and optional technological tools are proliferating.
- *The Classroom:* More two-year colleges are developing integrated technology plans and on-going initiatives to address the proliferation of technology to enhance administration and especially learning.
- *The Online Classroom:* Demand for online classes is growing.
- *Emerging Technology and Economic Development:* Technical education is becoming more “transdisciplinary.”
- *Emerging Technology and Economic Development:* Jackson Township is developing a Research and Technology District.
• **Emerging Technology and Economic Development:** The Third Frontier Project initiative continues to present opportunities for emerging technology development.

• **Emerging Technology and Economic Development:** Ohio has a number of initiatives that address different areas of technology.

• **Emerging Technology and Economic Development:** In education, some trends include collaborative work tools, use of personal and mobile technology, individualized services and collaborative learning, as seen in gaming.

• **Information Technology:** Key issues for associate degree institutions are Administrative/ERP Information systems, IT funding and security and identity management.

• **Information Technology:** There are a number of IT trends that drive course and program development, such as cyber security and the new International Computer Driving License.

• **Biotechnology:** There are several Research and Development and industry initiatives taking place in Ohio in bioscience development.

• **Nanotechnology:** Nanotechnology is in a “pre-competitive” stage, with research conducted at larger institutions.

• **Fuel Cell Technology:** Alternate energy source development is of high interest.

**Competitive Environment**

• **Global Competitive Environment:** Increased globalization; fewer U.S. science and engineering graduates, increased emphasis on the Knowledge Economy; need for skilled, flexible and globally-aware workers, as well as educational initiatives to address changing workforce needs.

• **Aspirant Institutions:** The continuous improvement model of AQIP will help SSCT strive to achieve benchmark standards.

• **Peer Institutions:**
  - Ohio community and technical college enrollment has grown due to lower tuition and accessibility. Enrollment has grown especially among first-generation, lower-income and under-prepared students. This includes a large number of part-time students and remedial students.
  - Retention rates (SSCT at 59% vs. state technical college average of 55%) and three-year success rates (measured by degree attainment and enrollment persistence) with SSCT at 58% vs. 55% for all Ohio technical colleges.

• **Online Institutions:** Online courses are growing in popularity.

• **Online Institutions:** Tuition costs at online institutions are significantly higher than SSCT.

• **Local Institutions:**
  - Kent State Stark campus tuition for fall 2006 is $217 per credit hour.
  - University of Akron Summit College fall 2006 tuition is $245.50 per credit hour.
  - Kent State Stark offers 3 associate, 8 bachelor and 1 masters degree that students can complete entirely at the Stark campus as well as non-credit and corporate programs.
  - Summit College offers 24 associate and 7 bachelor degrees.
  - Malone College enrollment has grown from 2,235 in 1998 to 2,300 in 2005.
  - Walsh University enrollment has grown from 1,555 in 1998 to 1,839 in 2005.
  - Aultman Hospital will begin a nursing college in fall 2006.
Educational Environment

Trends
There are many trends in higher education today. The 2004 report, Keeping America’s Promise: A Report on the Future of Community Colleges, prepared by the Education Commission of the States and the League for Innovation in the Community College, listed some key trends:

- There is escalating demand for postsecondary education.
- There is a continuously changing student “mix.”
- Going to college isn’t what it used to be.
  - How students go to college (part-time, transfer students, delivery options)
  - Why students go to college (many different goals from associate degree, transfer, job skills, etc.)
  - Where students go to college (almost 50% of undergraduates go to community colleges, but for-profit institutions make up 10% of Associate degrees, online courses growing)
- There is a funding squeeze.

The report suggests the following strategic initiatives:

1. Create stronger connections with K-12 education.
2. Build a new culture of evidence in community colleges (what works/does not work and why).
3. Provide effective remediation.
4. Strengthen student engagement in the community college learning experience.
5. Rethink and redesign the institution.
6. Exercise leadership.

Considerations
- Some of the strategic initiatives recommended in the report are areas SSCT already addresses. On what areas do we need to work? How?

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility
- Maintain High Value
- Promote Stewardship

Carry-over Operational Projects:
- Plan, design and implement Early College High School
- Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school
- Develop and implement a comprehensive plan for student persistence and student success through expanded support services, educational innovation and tracking
- Develop and implement a comprehensive, written enrollment management plan, including tracking of special populations, disadvantaged students and dislocated workers
Economic Environment

Trends
The economic environment in Stark County was heavily dependent on the manufacturing industry in the past. Per the United Way Compass Report, key statistics indicate that manufacturing is leaving the area: from 1998 to 2003, the number of employees in the manufacturing industry decreased by 12.3% and from 1998 to 2003 annual manufacturing payroll declined 12%. In general, manufacturing has been replaced (to some degree) with lower-paying jobs. Note that the manufacturing sector is still the largest employer in Stark County – 35,986 employees in 2003 vs. 25,924 in the next closest industry, health care and social assistance.

The annual unemployment rate in Stark County increased 28% from 1995 (5.0%) to 2005 (6.4%). The national annual unemployment rate for 2005 was 5.1% and the annual unemployment rate for the state of Ohio in 2005 was 5.9%. Note also that the annual unemployment rate in Stark County declined from 6.8% in 2003 and 6.6% in 2004.

From 1990 to 2000, the Stark County workforce (age 20-44) declined 7%.

Considerations
- Overall, jobs, especially manufacturing jobs, are declining in Stark County.
- The population decrease, the unemployment rate and the shift from manufacturing are all significant trends for impacting SSCT enrollment that bear further study.

Strategic Plan Correlation
Strategic Goals:
- Smart growth

Carry-over Operational Projects:
- None

Trends
Also per the Compass Report, large businesses are leaving Stark County and the number of small businesses is increasing. Investment will continue to drive the manufacturing industry toward “smaller businesses with small, highly skilled workforces.” The size of these companies will most often be between 25 and 100 employees (United Way, 2006)

Considerations
- SSCT will need to provide services for the growing number of small businesses in Stark County.
- SSCT can continue to assist manufacturing companies in Stark County.

Strategic Plan Correlation
Strategic Goals:
- Maintain student-centeredness and high value
- Smart growth

Carry-over Operational Projects:
- Expand customized contract training and CEU offerings and increase enrollment in both areas
**Trends**

From 1998 to 2003 the number of jobs in the health care and social assistance industry in Stark County increased 8.3% while the health care and social assistance payroll increased 33.3% in Stark County.

**Considerations**

- As the health care and social assistance industry is becoming a major employer in the area, SSCT needs to continue to meet the evolving needs of this workforce.

**Strategic Plan Correlation**

**Strategic Goals:**
- Maintain student-centeredness and accessibility
- Build community and business partnerships

**Carry-over Operational Projects:**
- Expand weekend college (Fri-Sun) and increase weekend course offerings and enrollment

**Trend**

Based on the Compass Report, the industries that are growing in Stark County (by payroll, number of employees or number of businesses) are health care and social assistance, transportation and warehousing, administration, support, waste management, remediation services (services that provide for the cleanup of contaminated buildings, mine sites, soil, or ground water), information, management of companies and enterprises, utilities and mining. Note that these industries are listed in the Compass Report based on percentage increase in growth, not total employment.

**Consideration**

- SSCT should conduct further analysis of growth patterns to investigate potential new program needs.

**Strategic Plan Correlation**

**Strategic Goals:**
- Maintain student-centeredness and accessibility
- Build community and business partnerships
- Smart growth

**Carry-over Operational Projects:**
- None
Political and State Funding Environment

**Trends**
The decision of the HEFSC (Higher Education Funding Subcommittee) to add additional funds to the base SSI (State Subsidy for Instruction) budget (2006-2007 FY) without requiring additional accountability from public higher education institutions infuriated the leaders of the general assembly, who want more accountability from higher education. The HEFSC was strongly influenced by the Ohio Board of Regents and the public institutions, which prepared materials supporting the institutions’ arguments that higher education institutions are underfunded, so any additional money should be considered additional payment for current levels of service.

The Ohio Biennium Budget (House Bill 66) was to require numerous studies to improve the efficiency and effectiveness of public higher education. “This funding was to be used as an incentive for the entire higher education community to come to the table with innovative and creative ways for the state to keep higher education affordable, accessible and innovative, while maximizing the state’s investment,” said Mr. Jon Husted, House Speaker. “The higher education community has shown today that they will not make the necessary changes to revitalize Ohio’s economy.” Representative Kevin DeWine said, “Maintaining the status quo…was not the legislative intent that existed when the budget left the House,” He also stated, “We can’t keep doing things the same old way and expect to get results.”

Support for changing the current funding mechanism is not unanimous. Senators Randy Gardner and Joy Padgett, both HEFSC members, issued a statement supporting the committee’s decision to add funds without additional accountability.

**Considerations**
- Higher education in Ohio needs to be aware of the growing demands for accountability from the state legislature.

**Strategic Plan Correlation**

**Strategic Goals:**
- Maintain High Value
- Promote Stewardship

**Carry-over Operational Projects:** none

**Trends**
During the past year, record numbers of school levies for operations have been put on the ballot across the state. Voters are refusing to pass many of them, and the K-12 advocates are seeking additional funding, citing that the current funding levels and the current funding mechanisms are inadequate and will cause the collapse of the K-12 system in the near future. As a result, it is likely that more state resources will be needed to fund K-12 education in the next budget.

**Consideration**
- Historically, additional funding to the K-12 system has come at the expense of the higher education budget. Without additional taxes, this budget cycle will be no different, causing a shortfall in hoped-for funds for higher education.
Strategic Plan Correlation

Strategic Goals:
- Maintain High Value
- Promote Stewardship
- Smart Growth

Carry-over Operational Projects: none

Trends
The decision about the next governor may not be as important as the decision of which party will control each branch of the general assembly. It appears that while the democrats will gain in both the House and the Senate, it is quite unlikely that there will be a change of power. Neither gubernatorial candidate has made strong assurances to the higher education community to push for additional funding.

Consideration
- We should expect the same continued lack of funding commitments by the executive branch as we have seen for the past three biennia.

Strategic Plan Correlation

Strategic Goals:
- Maintain High Value
- Promote Stewardship
- Smart Growth

Carry-over Operational Projects: None

Trends
On Wednesday, July 5, 2006, Ohio Governor Bob Taft ordered the acceleration of the effects of an across-the-board income tax rate cut, starting on October 1, 2006. This decision was made in light of the current budget surplus of approximately $900 million for the year ended June 30, 2006. Speaking of Governor Taft’s press release, Senator Prentiss said in a statement. “Republican...tax policies have always gone in the wrong direction and have never eased the burden of higher education for families and students, or to parents sending their kids to Head Start programs.”

Consideration
- We should expect the same continued lack of funding commitments by the executive branch as we have seen for the past three biennia.

Strategic Plan Correlation

Strategic Goals:
- Maintain High Value
- Promote Stewardship
- Smart Growth

Carry-over Operational Projects: None
Socio/Demographic Environment

Trends
The number of students in Stark County public schools decreased 1.5% from the 1995-1996 school year to the 2004-2005 school year. Similar data shows that the number of students in private schools decreased 17.7% from 1999 to 2004.

The number of first-year Ohio college students from Stark County increased 2.4% from 2000 to 2004 and the number of Stark County high school students pursuing the Post Secondary Option Program rose from 177 to 339, a 91.5% increase, from 2000 to 2004.

Considerations
- The total K-12 school population is getting smaller in Stark County, but higher percentages of students are pursuing higher education.

Strategic Plan Correlation
Strategic Goals:
- Maintain student-centeredness and accessibility
- Smart growth

Carry-over Operational Projects:
- Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school
- Develop and implement a comprehensive, written enrollment management plan, including tracking

Trends
A high percentage of first year college students require remedial courses. In 2001, 40.5% of Stark County’s first-year college students required remedial courses. In 2003, the percentage grew to 43.6%. The Compass Report’s Education Committee expressed a concern about quality high school education in Stark County.

Considerations
- SSCT should continue to provide remedial education.

Strategic Plan Correlation
Strategic Goals:
- Maintain student-centeredness and accessibility

Carry-over Operational Projects:
- Plan, design and implement Early College High School
- Develop and implement a comprehensive plan for student persistence and student success through expanded support services, educational innovation and tracking
**Trends**

There are more than 76 million “Baby Boomers,” Americans born between 1946 and 1964 and now between 36 and 54 years old. According to medical projections, the Baby Boomer generation can expect to remain physically active well into their seventies and beyond.

According to the Bureau of Labor Statistics, workers 55 and older are projected to increase from 15.6 percent to 21.2 percent of the labor force between 2004 and 2014, due to the aging of the baby-boom generation.

Based on one study conducted for the article, “Why are Baby Boomers Returning to College?” Boomers' motivation for returning to college fell into two main categories: employment (loss of a job, fear of losing their current job, necessary retraining) and personal (desiring a different career, personal growth). Boomers have also come to realize that the concept of working for one company from their teens to retirement is out-of-date.

The American Association of Retired Persons (AARP) revealed that eight in ten baby boomers say they plan to work at least part time during retirement. Older adults are postponing their retirement and are looking toward college courses to acquire the knowledge to stay in the workforce. One major reason this additional education is needed: Technology is impacting existing jobs. Some workers need to return to school to get the skills they need to remain viable in their current positions. Some are looking at new careers in different fields. Some just need to maintain certification or licensing.

Even non-credit education can be expected to rise because of the Baby Boomer population wave. An AARP study found that more than 73% of the baby boomers polled said that they would expect to have a hobby or special interest in their retirement. That equates to approximately 55 million people seeking hobbies or training for special interest programs. Some community developers are even creating “university-linked retirement communities,” residential areas located near a university or college campus where seniors live and utilize the resources of the educational institution – from classes to the library to cultural events.

**Considerations**

- Stark State should better understand this trend’s impact in Ohio and, specifically, Stark County.
- The College should market both credit and non-credit programs to this large segment of the population.

**Strategic Plan Correlation**

**Strategic Goals:**

- Maintain student-centeredness and accessibility

**Carry-over Operational Projects:**

- None
Technological Environment

The Classroom

Trends
Technology tools for classroom and laboratory use are proliferating. In just a few years, classroom requirements have gone from a simple overhead projector to:

1. Basic Technology Classrooms include an instructor’s personal computer (PC) with a multi-media projector, a VHS/DVD combo player and internet access. This is in addition to the standard classroom equipment of an overhead projector, white board, instructor’s table and podium.

2. Smart Technology Classrooms have all the equipment found in the Basic Technology Classroom plus an interactive display system such as a digital tablet, a document camera, built-in speakers, a classroom touch control panel and a well-designed instructor’s station.

3. Distance Learning Classrooms have all the features of the basic and smart classrooms and include a two-way video/audio videoconference system for distance learning.

These are not futuristic tools. Our students are familiar with these technologies from their K-12 education. For example, the Stark County Educational Service Center obtained a grant to place a distance-learning lab in every high school and middle school in Stark and Portage Counties through Ohio’s Office of Information, Technology and Learning. In addition, the Stark Portage Area Regional Computer Consortium (SPARCC) provides technology support, including distance learning and online education. Perry Local School District is updating its digital academy for fall 2006 with the Florida Virtual online system. (Duer).

Considerations
- Stark State should confirm need and update classrooms to at least basic technology classrooms. The college should also investigate and implement advanced technology in the classroom to augment learning. There are existing committees such as the Quality Classroom Committee and the Strategic Facilities Committee, that could potentially address this area.

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility

Carry-Over Operational Projects:
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment.

Trends
New optional technologies are introduced into the educational environment all the time. Student response systems (“clickers” that allow students to respond to questions included in a PowerPoint presentation), streaming video, podcasts, and wireless technology are just a few of these innovations. U.K market research firm DTC Worldwide, which tracks the global market for education technology, expects that 8 million clickers--$350 million worth--will be sold annually by 2008. (Gilbert)
Our new course management software, Angel, may need to be augmented with tools like Flashpaper to convert files into web-ready Flash documents or PDFs and Camtasia to record screens, PowerPoint presentations, voice, and Web camera video.

**Considerations**

- Stark State needs to be proactive in investigating and potentially implementing these tools. Students expect faculty to use the technology they (the students) have already adopted. We should also keep in mind that we are Stark State College of Technology. While we do not need to be early adopters of “bleeding-edge technology,” we should implement technology advances that will facilitate learning through pilot programs with interested faculty.

**Strategic Plan Correlation**

**Strategic Goals:**

- Maintain Student-Centeredness and Accessibility

**Carry-Over Operational Projects:**

- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment

**Trend**

The growing presence of technology in community colleges raises two related issues: effective administration of technology, and the outcomes of using technology, especially in instruction. Technology plans must be built quickly and be flexible enough to adapt to new technologies and trends the institution would like to investigate and embrace. Technology planning requires attention to (1) hardware, software, networking and upgrade capabilities (2) pedagogical and technical support for faculty, staff and students (3) college policies and procedures (4) aligning technology with institutional goals.

Researchers’ suggestions for college organization to address technology include appointing an academic associate dean to oversee academic technology issues, to creating a technology advisory board made up of faculty with classroom experience with technology and staff responsible for the infrastructure to coordinate institutional policies and procedures. (Amey) As an example, Maricopa Community College established an initiative in 1987 they called “Ocotillo,” defined as a “faculty-driven catalyst for addressing technology and learning.” Currently, Ocotillo consists of four action groups each addressing a key technology area: Learning Objects, Hybrid Course Structures, ePortfolios, and Emerging Learning Technologies. Each action group is chaired by faculty co-chairs and develops activities, projects and workshops for faculty and staff using tools such as weblogs, discussion boards and streaming video. While Maricopa is a large, multi-campus institution, their ideas can be adapted to other environments.

**Considerations**

- Stark State needs to develop a coordinated and committed plan for technology and learning that is an on-going effort with faculty as the drivers.

**Strategic Plan Correlation**

**Strategic Goals:**

- Maintain Student-Centeredness and Accessibility
- Stewardship

**Carry-Over Operational Projects:**

- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment
Technological Environment

The Online Classroom

Trends
Based on the Ohio Learning Network (OLN) 2005 annual report, *Bounded Exuberance: e-learning in Ohio*, there are 37,421 e-learners in Ohio with 22,168 at community and technical colleges. Data is not available from restricted and cohort courses and independent colleges. It is likely that Ohio has about 45,000 online learners out of 600,000 attending public institutions. Nationally, online enrollment increased from 1.98 million in 2003 to 2.35 million in 2004, an 18.2% growth rate, according to Allen and Seaman’s Growing by Degrees: Online Education in the United States, 2005. E-learning encompasses multiple delivery modes – online, blended, technology-enhanced, interactive video, television, CD or DVD and correspondence. Students still believe that the key indicator of quality e-learning is the quality of the instructor. OLN identified three areas for further research: cost and funding of e-learning courses, potential new markets and impact of technology on faculty roles and student learning.

There is a strong upward trend in considering online education as part of a school’s long-term strategy. The largest increase in this perception is seen in associate degree institutions, where 72% say it is part of their long-term strategy in 2005, vs. 58% in 2003. Four out of every 10 schools with face-to-face associate degree programs also offer at least one online version. (Allen, 6) At associate degree institutions, 47% of face-to-face classes are taught by core full-time faculty, while 68% of online classes are taught by core full-time faculty.

Chief academic officers believe that it takes more time to teach an online class, that online classes require more student self-discipline and that it is difficult to evaluate the quality of an online class.

Considerations
- We should expect continued growth in the demand for online classes and prepare for this growth with logical and comprehensive plans.
- We should understand who is teaching our online classes and address any issues with respect to the number of full-time faculty vs. adjunct faculty teaching these classes and the effect on the ratio of face-to-face classes taught by full-time faculty vs. adjunct.

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility

Carry-Over Operational Projects:
- Develop and implement Web-based programs (E-learning, E-Start to College)
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment
Technological Environment

Emerging Technologies and Economic Development

Trends
The pace of technological change continues to accelerate. Industry is looking for skilled employees with an understanding of what it takes to run a business. As a result, technical education is becoming “transdisciplinary,” crossing boundaries between majors to provide an integrated education.

Considerations
• The college should look at the possibility of transdisciplinary programs, spanning academic areas in the college.

Strategic Plan Correlation
Strategic Goals:
• Maintain High Value

Carry-Over Operational Projects:
• Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment.

Trends
Per the June 14, 2006 Canton Repository, Jackson Township trustees approved adding a Research and Technology (R-T) District classification to the township zoning book. While a specific area has not yet been designated, district officials are looking at land near the Akron-Canton Airport. The new zoning classification prohibits manufacturing activities and protects the environment. “The R-T district will focus on luring businesses involved in propulsion, bioscience, advanced materials, information technology, instrument, controls, electronics and other high-technology fields.” (First Research and Technology District)

Considerations
• SSCT should be involved with the development of the Research and Technology district in Jackson Township in order to respond with educational programs.

Strategic Plan Correlation
Strategic Goals:
• Build community and business partnerships
• Smart growth

Carry-Over Operational Projects:
• None
**Trends**

The Third Frontier Project was unveiled by Governor Taft in 2002 as a 10-year, $1.6 billion initiative designed to build research capabilities, support development of new products and finance advanced manufacturing technologies. Advanced materials, biosciences, information technology, instruments, controls electronics and advanced manufacturing and power and propulsion are listed as “core strengths and opportunities” in *World-Class Ohio: A Prospectus for Achieving Success in the Third Frontier*, prepared by the Ohio Business Roundtable. As of May 12, 2006, The Third Frontier Project has awarded the following grants in 2006:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
<th>Area</th>
<th>Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 12</td>
<td>$32.1M</td>
<td>Biotechnology commercialization</td>
<td>Case Western Reserve University, Ohio State University, ChanTest, Inc.</td>
</tr>
<tr>
<td>May 12</td>
<td>$2M</td>
<td>High-tech product commercialization</td>
<td>7 high-tech companies in Cuyahoga, Portage, Franklin and Green counties</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>$6.4M</td>
<td>Early-stage capital organizations</td>
<td>4 incubator organizations in Franklin, Cuyahoga, and Hamilton counties</td>
</tr>
<tr>
<td>Mar. 30</td>
<td>$7.4M</td>
<td>R&amp;D capital equipment</td>
<td>Ohio State University, University of Dayton, University of Toledo, James A. Rhodes State College, National Composite Center</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$53.9M</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**Considerations**

- SSCT is involved in the majority of the “core strengths and opportunities areas” listed above and supported by the grants awarded in 2006. The College should endeavor to become more involved in Third Frontier projects that capitalize on our strengths.

**Strategic Plan Correlation**

**Strategic Goals:**
- Build community and business partnerships
- Smart growth

**Carry-Over Operational Projects:**
- The Energy Project, called the Fuel Cell Project in the 2005-2006 operational project list. This includes developing curriculum and enhancing partnerships.
Trends

The annual Horizon Report, prepared by New Media Consortium and Educause, identifies emerging technologies that will likely have an effect on teaching or learning in higher education. The four major trends that emerged in the 2006 report are:

1. Collaborative work tools for dynamic knowledge creation and social computing tools and processes such as online conferences and project wikis (websites that allows users to easily edit content for collaborative writing purposes).
2. The use of mobile and personal technology such as cellular phones and mp3 players, for services such as podcasting and vlogging (a video blog which has video as the primary content).
3. Individualized services and experiences and open access to media and information.

Critical challenges include

1. The academic significance of digital works in reviews, etc.
2. Critical thinking is still a key skill to be taught.
3. Intellectual property rights need clarified.
4. Rapidly scaling successful technologies for widespread use.
5. Technological “churn” is constantly changing the technology foundation requirements.

Technologies to watch

1. Social computing – using computers to facilitate interaction and collaboration
2. Personal broadcasting – of text-based material, audio, images and videos
3. Cellular phones – delivering educational material to cell phones
4. Educational gaming
5. Augmented reality and Enhanced Visualization – three-dimensional representations of data
6. Context-aware environments and devices – devices and rooms that respond to voice, motion and other subtle signals

Of these technologies, the first two, social computing and personal broadcasting, are trends that will be generally adopted within the next year. The Horizon Report provides much more information on these and other technological trends.

Considerations

- Stark State College should begin providing tools and training for the first two areas – social computing and personal broadcasting. Some of these areas are already addressed in Angel (our new course management software) and other existing tools.
- It would be advantageous to coordinate technology implementation so there are not multiple groups trying to accomplish the same goals in different ways.

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility

Carry-Over Operational Projects:
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment
Trends

The Ohio Learning Network, especially their Emerging Technologies Committee, formed in January 2005 to address projects such as collaborative learning environments, (Kent State University is participating on this project using WebCT) and open source pilots.

There are significant opportunities for partnerships and collaboration in emerging technologies. In the state of Ohio, there are a host of organizations advancing new technology development – Ohio Department of Development, Enterprise Ohio Network, Ohio Computing Unlimited, Ohio IT Clearinghouse, ITEC-Ohio (lead by OARnet, the networking arm of the Ohio Supercomputer Center) and Omeris, to name just a few. Most of these organizations are discussed in specific technology sections.

Considerations

- The college should continue to develop relationships with state organizations promoting emerging technologies.

Strategic Plan Correlation

Strategic Goals:
- Maintain high value
- Build community and business partnerships
- Smart growth

Carry-Over Operational Projects:
- None
Technological Environment

Information Technology

Trends

According to Educause’s Current IT Issues Survey Report, 2006, the top three issues for all institutions of higher learning are (1) Administrative/ERP/Information Systems, (2) Funding IT and (3) Security and Identity Management.

Associate degree institutions rank issues as follows:

<table>
<thead>
<tr>
<th>Which IT-related issues are most important for your campus to resolve for the institution’s strategic success?</th>
<th>Which IT-related issues have the potential to become much more significant in the coming year?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Administrative/ERP/Information Systems</td>
<td>2. Funding IT</td>
</tr>
<tr>
<td>3. Funding IT</td>
<td>3. Administrative/ERP/Information Systems</td>
</tr>
<tr>
<td>4. Faculty Development, Support and Training</td>
<td>4. Portals</td>
</tr>
<tr>
<td>6. (tie) Distance Education/Virtual Universities</td>
<td>6. Instructional/Course Management Systems</td>
</tr>
<tr>
<td>6. (tie) Web Systems and Services</td>
<td>7. Data Administration</td>
</tr>
<tr>
<td>8. E-learning/Distributed Teaching and Learning</td>
<td>8. Emerging Technologies</td>
</tr>
<tr>
<td>9. Infrastructure</td>
<td>9. (tie) Digital records management</td>
</tr>
<tr>
<td>10. (tie) Portals</td>
<td>9. (tie) Faculty Development, Support and Training</td>
</tr>
</tbody>
</table>

Considerations

- SSCT is already addressing some of the IT-related issues listed here. The college should evaluate IT needs and ensure that critical areas are being addressed either within the institution or as strategic plan operational projects.

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility
- Smart Growth

Carry-Over Operational Projects:
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment
**Trends**

Ohio is the first state to introduce a statewide computer literacy program, the International Computer Driving License (ICDL), which is an international standard of achievement for basic computer skills. Ohio Computing Unlimited provides the program, made possible by the Ohio IT Clearinghouse, a joint venture of the Ohio Board of Regents and the Ohio Learning Network. Ohio Computing Unlimited is partnering initially with the EnterpriseOhio Network and SkillsMAX centers. The Enterprise Ohio Network supports the training and community activities of 53 Ohio community colleges and satellite campuses, including Stark State.

Panda software’s *PandaLabs Report* presents data on malicious software or “malware.” Forty percent of malware is spyware, collecting data on the user’s Internet activities, 17% is Trojans (or Trojan Horses), malware that requires each new victim to run the program/trojan, 8% are dialers that dial premium-rate phone numbers without the user’s knowledge and “bots” that covertly install themselves on people’s computers for malicious purposes and act as remote attack tools.

**Considerations**

- Stark State recently began cybersecurity and computer forensics programs. The college should continue to evaluate and develop other programs and IT training to meet industry needs. The International Computer Driving License (ICDL) is one example of a potential need the college can fill.

**Strategic Plan Correlation**

**Strategic Goals:**

- Maintain High Value
- Smart Growth

**Carry-Over Operational Projects:**

- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment.
Technological Environment

Biotechnology

Trends
Stark State’s General Studies Division has a biotechnology program. Program graduates will be prepared to work in academic or industrial biotechnology/bioscience laboratories or related areas.

The state of Ohio has a number of biotechnology/bioscience initiatives, including Omeris, founded in 1987 as the Edison BioTechnology Center. Headquartered in Columbus, Omeris is a non-profit organization designed to build and accelerate the bioscience industry, research and education in Ohio. The organization focuses on business assistance to regional incubators, marketing Ohio’s bioscience assets and special projects that enhance Ohio’s bioscience asset base. Ohio’s bioscience strengths include top-ranked hospitals, the Batelle Memorial Institute, Fortune 35 companies such as Cardinal Health and Proctor and Gamble, academic institutions and government support of the biosciences. BioEnterprise in Cleveland is one of Omeris’ regional development incubators.

Searching on the Omeris website for biotechnology companies in the Canton area (from Dover to Tallmadge and Canal Fulton to Alliance) yields 24 bioscience companies and one industrial incubator.

Governor Taft has promoted Ohio bioscience opportunities at a national and international level, touting the strengths mentioned above as well as Third Frontier Project grants totaling more than $177 million for major biotechnology projects in Ohio.

Some community and technical colleges, such as St. Louis Community College, have biochemistry and biomedical engineering technology programs in addition to biotechnology.

Considerations
- There are many larger academic institutions conducting research in Ohio and other states. Also, there are not a large number of bioscience companies in the general Stark County area. Stark State is not able to compete in the research area. We should look for possible collaborative relationships with larger universities and biotechnology businesses. We should also continue to develop and promote our biotechnology program and explore opportunities to meet local business needs, expanding our curriculum as needed. In addition, we should continue to seek out funding opportunities such as Third Frontier grants.

Strategic Plan Correlation

Strategic Goals:
- Smart growth

Carry-Over Operational Projects:
- None
Technological Environment

Nanotechnology

Trends

“Nano’s going to be like the invention of plastic,” says Paul Alivisatos, associate director of physical sciences at Lawrence Berkeley National Laboratory’s new nanofabrication center. “It’ll be everywhere.” (Kahn 103). The U.S., Japan and the European Union spent approximately $1 billion apiece on nanotechnology research in 2005. Corporations will invest more than $4 billion in nanotechnology this year alone, and the National Science Foundation estimates the nanotechnology market to be worth a trillion dollars by 2015.

With all this investment, nanotechnology is still an emerging, “pre-competitive” technology with limited applied use. Commercial applications are spreading. Today, nanoparticles appear in electronic, magnetic, biomedical, pharmaceutical, cosmetic, energy catalytic and materials applications, such as PPG Industries windows coated with titanium dioxide nanoparticles that prevent streaks and never need washing.

Today, few universities offer degrees in nanotechnology, although a vast number of research universities offer courses in the field. Many universities also offer undergraduate experiences in interdisciplinary centers. A group of community colleges in Pennsylvania, New Jersey, Delaware, and Maryland now offer an associate degree in Nanobiotechnology in conjunction with the University of Pennsylvania. Funding comes from the Nanotechnology Initiative in Philadelphia, Pennsylvania, the Commonwealth of Pennsylvania and the Ben Franklin Technology Partners of Southeastern Pennsylvania.

In March 2006, the National Institute of Standards and Technology (NIST) launched the National Center for Nanoscale Science and Technology for collaborative nanotechnology research.

In Ohio, the Nanotechnology Summit (held April 4-5, 2006 in Columbus) focused on materials research, biomedical, energy, health/safety, computation applications and commercialization. Ohio’s strength in the polymer industry gives biomedical nanotechnology strong growth potential. At the conference, Lt. Governor Bruce Johnson, the state’s development director and chairman of the Third Frontier Commission, said he expects the state will continue to fund new projects. (Sabin) In addition, Small Times Magazine ranked Ohio as the #10 state in its 2005 “Small Tech Hot Spots Top 10,” citing, “Ohio’s strong engineering schools and applied science programs (which) complement small tech research efforts in its medical, space and military labs. Ohio is developing its research expertise into inventions, products and a mix of companies that could grow into a commercial force.” (Stuart)

Considerations

- The college should continue to investigate nanotechnology opportunities. Optimistically, the state of Ohio will develop initiatives where the college can participate. As this truly still is an emerging technology, developments in the environment should drive SSCT’s programs in this area.

Strategic Plan Correlation

Strategic Goals:

- Smart growth

Carry-Over Operational Projects:

- None
Technological Environment

Fuel Cell Technology

Trends

Stark State College is a member of the Ohio Fuel Cell Coalition, a group of industry, academic and government leaders working together to enhance Ohio’s fuel cell industry. Dr. O’Donnell is a board member, serving a three-year term until 2008. The Ohio Fuel Cell Symposium, sponsored by the Ohio Fuel Cell Coalition and titled “Fuel Cells: Collaborations, Trends and Applications,” was held at the Kent State Stark Professional Education and Conference Center on May 23 and 24, 2006.

Stark State has a mechanical engineering technology – fuel cell track program that addresses fuel cell technology and a broad range of alternative energy sources.

The Fuel Cell Prototyping Center at Stark State is part of the Wright Fuel Cell Group, which is comprised of academic, industry and other collaborators who are working to develop the Ohio fuel cell industry. Case Western Reserve University is the lead institution for the project. The group received an $18 million grant from the Ohio Department of Development (ODOD) from which $1.35 million was used to construct the Prototyping Center. Additional monies came from the Ohio Board of Regents, the State of Ohio and the college. The Center is a pre-production facility that will serve as a bridge between research and the marketplace. The first tenant is Alliance-based SOFCo-EFS Holdings. In late May 2006, the House Appropriations Committee allocated a $2.55 million federal grant to SOFCo to continue to develop a fuel processor. The bill must pass the full House and Senate and be signed by President Bush.

Considerations

- With the Fuel Cell Prototyping Center on our campus and the state’s support for fuel cell technology development, Stark State must continue to develop its fuel cell program and emerge as a leader in education and training for this technology.

Strategic Plan Correlation

Strategic Goals:
- Maintain student-centeredness and accessibility
- Build community and business partnerships
- Smart growth

Carry-Over Operational Projects:
- The Energy Project, called the Fuel Cell Project in the 2005-2006 operational project list. This includes developing curriculum and enhancing partnerships
Competitive Environment

Globalization Impact

Trends

Globalization has put the United States at a critical juncture in terms of losing its competitive edge as a superpower and economic powerhouse. A key reason is the transformation to a knowledge-based and dynamic global economy. Global competition has affected the economy in the U.S. In Ohio, business decline has lead to less revenues to the state and less funding to higher education. In addition, our economy has been changing to a service economy, with less people interested in science and engineering.

In 2005, China had 3.3 million college graduates (with 600,000 engineers), India had 3.1 million college graduates (with 350,000 engineers), and the US had 1.3 million college graduates (with 70,000 engineers). For the salary of one scientist or engineer in the US, 5 to 11 scientists or engineers can be employed in India or China. Concerned, Congress asked The National Academy of Science to investigate actions the U.S. can take to enhance science and technology to compete in the global economy.

The National Academy of Science report, Rising Above The Gathering Storm, specified multiple potential actions at the national level such as: recruit new math and science teachers to improve K-12 education, improve the skills of current teachers through scholarships and grants, develop a rigorous national curriculum, encourage students to pursue science and math, increase investment in research, provide federal tax credit for continuing education and for investment in high-tech equipment to employers, provide incentives to students to earn bachelor’s degrees in STEM degrees (Science, Technology, Engineering, Math), improve visa processing and preferential immigration options for international students and scholars with STEM expertise and ensure continuous broadband Internet access to drive innovation and the economy.

At the state level, initiatives include emphasizing the importance of the Knowledge Economy. This economy requires well-educated skilled workers, technological innovation, strong research capacity, and new kinds of businesses. One of the reasons Ohio lags behind the national average in per capita income is because Ohio lacks in new businesses, new products, new technologies, and college graduates. One of the most recent related actions is the governor’s emphasis on stronger math and science requirements in elementary, middle and high schools.

Considerations

• Educate and train for jobs that cannot be outsourced such as HVAC, electricians, nurses (as well as plumbers, chefs, and barbers).
• Add rigor to math, science, and engineering classes.
• Award scholarships to encourage students to get into science, technology, engineering and math.
• Teach courses on international project management and/or how to start a new global business.
• Collaborate with other universities to provide degrees to STEM teachers (AA degree with KSU).
• Continue to develop partnerships with business and industry, government, and other institutions of higher education to attract additional jobs and resources to the community.
• Investigate the need for a global education program on campus.
• Develop and implement an entrepreneurship program on campus.
• Team up with research institutions to shorten time from innovation to production with business incubators and prototyping centers.
• Help students learn how to learn and be adaptable to acquire new skills.
• Continue to provide professional development activities for faculty to maintain competence with the
  new technologies, increase awareness of and sensitivity to diverse cultures, maintain a certain comfort
  level with continual change, adapt teaching style to learner needs, develop interdisciplinary curricula
  and encourage team-teaching.

**Strategic Plan Correlation**

**Strategic Goals:**
- Smart Growth
- Build Community and Business Partnerships

**Carry-over Operational Projects:**
- Design quality accelerated and concentrated associate degree and certificate programs.
- Develop and implement Web-based programs (E-Learning, E-Start to College).
- Expand customized contract training and CEU offerings, and increase enrollment in both areas.
- Develop and implement an employee (full- and part-time) professional development plan,
  reflecting the College’s strategic plan and goals.
Competitive Environment

Aspirant Institutions

Trends

Sinclair Community College in Ohio and Richland Community College in Texas were chosen as Aspirant Institutions because of their reputation in innovation, quality and enrollment. Common characteristics between the two institutions include:

- Being nationally accredited (by either North Central Association or Southern Association of Colleges and schools)
- Using an academic quality improvement program (AQIP by Sinclair) or a Quality Enhancement Plan (QEP by Richland)
- Membership in and board member of the League for Innovation
- Selection as a Vanguard Learning College (only 12 in US & Canada) to establish the standards for a learning college
- Larger enrollment than Stark State College (Sinclair being the largest single-campus in OH and one of the largest in the US with 23,000 students, and Richland with 15,000 students)
- Having very affordable tuition (Sinclair has the most affordable tuition in OH with $45/quarter credit hour (and continuous levy support, and Richland with $36/ semester credit hour)
- Having received multiple recognitions and awards:
  - Sinclair
    - National model for NSF grants & Tech Prep (awards)
    - Not-For-Profit Business of the Year (Dayton Business Journal)
    - Ohio Board of Regents #1 two-year college (twice)
    - MetLife Excellence Award (Underserved youth)
  - Richland
    - The only accredited institution in Texas to receive the “Texas Award for Performance Excellence,” 2005
    - The only U.S. institution of higher education to receive the “National Baldrige Award for Performance Excellence,” 2005
    - An American Productivity and Quality Center (APQC)–one of the five “Best Practice U.S. institutions in Remedial and ESL Education”
  - Fiscal stability (Sinclair has a composite score of 4.4, 3d highest in 2005)

Stark State College has similar characteristics and accomplishments

- Accredited by NCA
- Will start using the AQIP model
- Lowest tuition in the county ($127/ semester credit)
- Largest of five colleges in the county
- Largest technical college in Ohio (7,000 students)
- High Growth:
  - Double digits growth over past 4 years
  - One of the highest in Ohio (Fall 2005, 11.5%)
  - 11th fastest growing college in its category in the nation
- Member of the League for Innovation
- Quality graduates - nearly 40 alumni working at Sandia Lab
• Diversity: almost doubled the county’s representation (>13%)
• Fiscal stability: 5th highest composite score in 2005

**Considerations**
- SSCT needs to utilize AQIP and other continuous improvement models to achieve benchmark standards.
- Receiving a state and or national award such as Baldrige will place Stark State College on par with the aspirant institutions.

**Strategic Plan Correlation**

**Strategic Goals:**
- Maintain High Value
- Maintain Student-Centeredness and Accessibility
- Smart Growth

**Carry-over Operational Projects:**
- Expand Weekend College (Fri-Sun) and increase weekend course offerings and enrollment.
- Design quality accelerated and concentrated associate degree and certificate programs.
- Develop and implement Web-based programs (E-Learning, E-Start to College).
- Increase satellite enrollment.
- Plan, design and implement Early College High School.
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment.
- Fuel Cell project: develop curriculum and enhance partnerships
- Develop and implement an employee (full- and part-time) professional development plan, reflecting the College’s strategic plan and goals.
- Develop and implement comprehensive plan for persistence and student success through expanded support services, educational innovation and tracking.
- Develop and implement a comprehensive, written enrollment management plan, including tracking of special populations; such as minorities, disadvantaged students and dislocated workers.
Competitive Environment

Peer Institutions

**Trends**

The following Ohio technical colleges are considered peer institutions: Belmont, Central Ohio, Hocking, James A. Rhodes, Marion, North Central State, Zane State. The following analysis is based on the 2005 Ohio Board of Regents Performance Report.

From 1998-2004, head count enrollment growth at technical colleges was almost five times that of university main campuses (19% v. 4%). Enrollment growth in the state community college and community college sectors was even greater (25% to 28%). Much of this growth was likely attributable to the tuition and access advantages of the community/technical college sectors. In the face of increased competition for students (and growth), the general response of state universities was to aggressively expand and market regional campuses, which typically are lower cost than main campuses. The technical colleges served the highest percentage of first-generation, lower-income (family income <$50,000), and under-prepared students of any higher education sector in Ohio.

Within the technical college sector, Stark State College enrollment increased at approximately twice the rate of the sector average (37% v. 19%), overtaking Hocking as the largest technical college in the state. Stark State was also the most racially/ethnically diverse technical college in the state (11% non-White). In fall of 2004, Stark State College had the second-largest percentage of part-time students (59%) and the largest percentage of non-traditional aged (25+) students (52%) and the second-smallest percentage of PSEO students of technical institutions with PSEO programs (3%), although by headcount Stark State’s program was the third largest with 195 students (North Central = 235, Marion Tech = 336).

Sector-wide, 49% of students took either remedial math or English coursework in fall of 2004. Stark State College had the lowest percentage of students taking either remedial math or English of any technical college in Ohio (note that remedial courses were not required at this time). While Stark State College was second to James A. Rhodes in the percentage of students under age 20 with at least the minimum core completed (27% v. 32%), nearly three out of four first-year students under age 20 had not completed even the minimum high school core (4 units of English, 3 units of math, and 3 units each of natural and social sciences). State-wide in any sector of public higher education, students completing either the minimum core (13 units) or complete core (16 units) had lower rates of remediation than non-core completers, consequently finishing degrees faster and with higher grades.

Student retention at Ohio technical colleges averaged approximately 55% from 1999-2003, with Stark State College averaging approximately 59% over the same period. First-time, full-time, degree-seeking students comprised 41% of all new first-year students at Stark State, compared to 48% across all Ohio technical colleges (only Marion at 38% and North Central at 32% enrolled a lower percentage). Across all Ohio technical colleges, retention rates of high school core completers typically were 5% higher than those of non-core completers and 25% higher than those of non-ACT/SAT takers (usually non-traditional students).

The three-year success rate at Ohio technical colleges for fall 2001 full-time students was 55% (21% earned degree, 26% persistence at same institution, 8% persistence at a different Ohio institution). While the overall three-year success rate at Stark State College (58%) exceeded the sector average (55%), the graduation percentage (20%) ranked fourth behind Zane State (31%), James A. Rhodes (24%), and
Belmont (21%). Stark State ranked second (30%) in terms of same institution persistence second to James A. Rhodes (31%).

Stark State College equaled the Ohio technical college average with respect to median time-to-degree in years at 3.3 years, but ranked 7 out of 8 in percent graduating in two years or less (14% of graduates) as well as in percent taking more than four years (37% of graduates). Among technical colleges, Stark State had the highest average credits to degree (86). By subject area, natural science technology students took the most credits (89), had the longest median time-to-degree (3.7), had the fewest students graduate in two years or less (5%), and had the largest percentage of students graduating in more than four years (47%).

Considerations

- Given high percentage of under-prepared students within Stark County, continue to expand Early College, PSEO, and other initiatives to increase the number/percentage of non-remedial admits as well as full-time students, which will decrease need for services (tutoring, etc.), lower time/credits-to-degree, and improve fall-to-fall retention and term-to-term persistence.

Strategic Plan Correlation

Strategic Goals:
- Maintain student-centeredness and accessibility
- Maintain high value
- Smart growth

Relationship to Carry-over Operational Projects:
- Expand Weekend College (Fri-Sun) and increase weekend course offerings and enrollment.
- Design quality accelerated and concentrated associate degree and certificate programs.
- Develop and implement Web-based programs (E-Learning, E-Start to College).
- Increase satellite enrollment.
- Plan, design and implement Early College High School.
- Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school.
- Develop and implement comprehensive plan for persistence and student success through expanded support services, educational innovation and tracking.
- Develop and implement a comprehensive, written enrollment management plan, including tracking of special populations; such as minorities, disadvantaged students and dislocated workers.
Competitive Environment

Online Institutions

Trends

Online courses and online programs are gaining in popularity nationwide. A sample of the schools offering online associate degrees includes:

- American InterContinental University Online
- Baker College Online
- DeVry University
- ECPI College of Technology
- Kaplan University
- Keiser College
- Penn Foster College
- Rasmussen College
- Saint Leo University
- University Alliance
- University of Phoenix
- Westwood College Online

Considerations

- Stark State needs to remain vigilant, reviewing the changes and advancement in online programs and updating programs and courses as appropriate.
- While reviewing online programs, Stark State should consider the college emphasis on face-to-face interaction and student-to-faculty ratios that encourage the retention and success of a two-year student.

Strategic Plan Correlation

Strategic Goals:

- Maintain High Value
- Maintain Student-Centeredness and Accessibility
- Smart Growth

Carry-over Operational Projects:

- Develop and implement Web-based programs
- Expand customized contract training and CEU offerings, and increase enrollment in both areas
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment

Trends

To assess online tuition, two associate degree programs were chosen. At Kaplan University, all undergraduate programs are $280 per credit including books. All online students are also required to pay a $75.00 technology fee per term. The University of Phoenix is $475 per credit hour, including books. These seem to be the bottom and top of the range for associate degree program tuition.

Considerations

- Stark State continues to provide access through affordable tuition when compared to online institutions.

Strategic Plan Correlation

Strategic Goals:

- Maintain High Value
- Maintain Student-Centeredness and Accessibility
- Smart Growth

Carry-over Operational Projects:

- Develop and implement Web-based programs
Local Institutions

Enrollment Trends
Kent State Stark Campus enrollment was stable from 2005 to 2004 with 3,881 students in 2005, compared to 2004 with 3,878 students. The Stark Campus has seen an increase in enrollment since 1998 when the student body was 2,749 students. Stark County private liberal arts college enrollments have been relatively stable also. Malone College had 2,300 students in 2005 compared to 2,250 students in 2004. The enrollment at Malone has remained relative steady since 1998. Walsh University had undergraduate enrollment of 1,839 students in 2005, compared to 1,951 students in 2004. Walsh has seen an increase since 1998 when the student body totaled 1,555 students. Mount Union College in Alliance had undergraduate enrollment of 2,300 students in 2005 compared to 2,333 in 2004. Mount Union has seen a slight increase from 1998 when enrollment was 2,069 students. Brown Mackie College in North Canton has an enrollment of 700 students. The University of Akron does not break out Summit College’s enrollment from the university’s 22,000 student body. Further enrollment information is available in Appendix B.

<table>
<thead>
<tr>
<th>Enrollment Summary</th>
<th>1998</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent State Stark</td>
<td>2,749</td>
<td>3,878</td>
<td>3,881</td>
</tr>
<tr>
<td>Malone College</td>
<td>2,235</td>
<td>2,250</td>
<td>2,300</td>
</tr>
<tr>
<td>Walsh University</td>
<td>1,555</td>
<td>1,951</td>
<td>1,839</td>
</tr>
<tr>
<td>Mount Union College</td>
<td>2,069</td>
<td>2,333</td>
<td>2,300</td>
</tr>
</tbody>
</table>

Considerations
- Stark State has experienced significant increases in enrollment over the past seven years, which local peer institutions have not experienced.

Strategic Plan Correlation

Strategic Goals:
- Maintain High Value
- Maintain Student-Centeredness and Accessibility
- Smart Growth

Carry-over Operational Projects:
- Expand Weekend College and increase weekend course offerings and enrollment
- Design quality accelerated and concentrated associate degree and certificate programs
- Develop and implement Web-based programs
- Increase satellite enrollment
- Plan, design and implement Early College High School
- Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school
- Expand customized contract training and CEU offerings, and increase enrollment in both areas
- Develop and implement comprehensive plan for persistence and student success through expanded support services, educational innovation, and tracking
- Develop and implement a comprehensive, written enrollment management plan, including tracking of special populations, such as minorities, disadvantage students and dislocated workers
**Tuition Trends**

Kent State Stark tuition for 2006 is $217 per credit hour for freshmen and sophomore level courses or $2,385 for 11-18 credit hours. The University of Akron Summit College charges $245.50 per credit hour, with an additional service fee of $24.10 per credit hour and an $18.55 facilities fee per credit hour in fall 2006. Malone College undergraduate tuition for 2005-2006 was $17,790, while Walsh University’s undergraduate tuition was $16,000, and Mount Union’s tuition for 2006 is $20,720. Brown Mackie’s tuition is $14,976 for a two-year degree. More tuition information is available in Appendix B.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006 per credit</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent State Stark</td>
<td>$217</td>
<td></td>
</tr>
<tr>
<td>Summit College</td>
<td>$288.15</td>
<td></td>
</tr>
<tr>
<td>Malone College</td>
<td></td>
<td>$17,790</td>
</tr>
<tr>
<td>Walsh University</td>
<td></td>
<td>$16,000</td>
</tr>
<tr>
<td>Mount Union College</td>
<td></td>
<td>$20,720</td>
</tr>
<tr>
<td>Brown Mackie</td>
<td></td>
<td>$14,976*</td>
</tr>
</tbody>
</table>

* Tuition for two-year degree.

**Considerations**
- Stark State leads the way in providing access through affordable tuition, when compared to local institutions.

**Strategic Plan Correlation**

**Strategic Goals:**
- Maintain High Value
- Maintain Student-Centeredness and Accessibility
- Promote Stewardship

**Carry-over Operational Projects:**
- Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school
- Expand customized contract training and CEU offerings, and increase enrollment in both areas
- Optimize facilities and resource utilization through scheduling, while integrating student and faculty needs
Program Trends

Kent State Stark Campus offers three associate degrees, eight bachelor degrees, and one masters degree. Students can earn a bachelor's degree in business management, English, general studies, history, justice studies, middle childhood education, nursing or psychology. The following associate degrees can be completed in their entirety at the Stark Campus: Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Justice Studies (JUS). Kent Stark also offers non-credit programs and workshops. Corporate programs include; SkillsMAX Services - workplace assessment and job matching services, The Leadership Academy at Kent State Stark. Certificate Programs at Kent State Stark - Certificate of Supervision, Certificate of Management, Certification for Human Resource Professionals, Certificate of Sales-Focused Marketing, Lean/Six Sigma Training and Certification, Sherpa Executive Coaching Certification and a Certificate of Organizational Development.

Both Malone College and Walsh University offer bachelor of science and bachelor of arts degrees. Summit College offers 24 associate and seven bachelor's degrees, as well as workforce development programs designed to fit the needs of businesses. Brown Mackie offers 10 associate degree programs and eight diploma programs.

The Aultman Center for Education will open in the fall of 2006 and offers a two-year, 73-credit hour Associate Degree of Science in Nursing (A.D.N.) program. The tuition and fees for 2006-2007 are $12,885, with books and supplies at $1,400. In order for a transfer student to graduate from Aultman College, a student must take a minimum of two semesters and a minimum of eight general education course credits and 20 nursing course credits (effective with the class beginning in August 2006). The program is offered in collaboration with Walsh University. Additional program information is available in Appendix B.

Considerations

- Stark State leads the way in providing a wide array of program offerings when compared to local institutions
- SSCT should continuously reassess our programs that are facing new and direct competition.

Strategic Plan Correlation

Strategic Goals:
- Build Community and Business Partnerships
- Maintain Student-Centeredness and Accessibility
- Smart Growth

Carry-over Operational Projects:
- Expand Weekend College and increase weekend course offerings and enrollment
- Design quality accelerated and concentrated associate degree and certificate programs
- Develop and implement Web-based programs
- Expand customized contract training and CEU offerings, and increase enrollment in both areas
**Special Issues**

**AQIP**

**Trends**

The college has been accepted to follow the AQIP (Academic Quality Improvement Program) model for accreditation. AQIP requires that we identify three or four action projects involving continuous improvement and/or students and learning objectives. The first cycle of projects should reflect challenges or suggestions for improvement stated in the 2000 NCA accreditation report. The challenges and suggestions for improvement that the college has not yet addressed completely are summarized below.

1. “While current activities to assess student academic achievement direct attention to technical program curriculum, additional emphasis should be placed on determining student outcomes documenting student learning and to facilitate program improvements.” (2000 NCA Accreditation Evaluation Team Report Challenge #2) *Note that while a monitoring report was submitted for this challenge and accepted, this is an ongoing challenge that we could include as an action project.*

   “The college lacks a systematic process to evaluate the effectiveness of its non-academic (departments) programs and services.” (2000 NCA Accreditation Evaluation Team Report Challenge #3)

   (It is expected that one project can develop a system to accomplish both of these objectives.)

2. “Although a centralized repository for personnel files has been established, a system of periodic review to authenticate teaching credentials has been only partially implemented.” (2000 NCA Accreditation Evaluation Team Report Challenge #4)

3. “The institution should consider the establishment of information resources on this campus rather than depending on Kent Stark library/resources. (2000 NCA Accreditation Evaluation Team Report Suggestion for Improvement #1)

4. “The college should investigate the possibility of further expanding its offerings into area high schools and communities through dual enrollment and other collaborative agreements.” (2000 NCA Accreditation Evaluation Team Report Suggestion for Improvement #2) *Note this is addressed by carryover projects #15: “Plan, design and implement Early College High School” and #20: “Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school.”*

In addition to these direct challenges and suggestions for improvement, the Evaluation Team listed the following other suggestions within the 2000 report.

1. **Faculty Position Parameters** Faculty members expressed concerns with “consistency of faculty evaluations, equity in salaries, definition of full-time teaching load, and need for more interdivisional interaction.” (2000 NCA Accreditation Evaluation Team Report page 8)

2. **Student Evaluation Process** “It might be helpful to give some thought to the streamlining of the (student) evaluation process to make it more efficient without compromising its effectiveness.” (2000 NCA Accreditation Evaluation Team Report page 8) *Note that the Faculty Association Academic Concerns committee plans to address this in fall 2006.*
3. **Staff and Faculty Development Program** “In light of the new trends in technology, the desire for faculty to implement web-enabled learning and web-based degree programs, it seems that a more organized and coordinated staff and faculty development program would enhance the college’s ability to cope with the future.” (2000 NCA Accreditation Evaluation Team Report page 8) *Note this is addressed by 2005-2006 SSCT Operational Project #24: Develop and Implement an employee (full- and part-time) professional development plan, reflecting the College’s strategic plan and goals.”*, carried over for 2006-2007.

4. **Student Counseling** “Career, academic, and personal counseling could be organized and publicized in ways that would increase student use of these services. The lack of a single location for counseling and the paucity of professional counselors indicate that counseling is not emphasized.” (2000 NCA Accreditation Evaluation Team Report page 9)

5. **Student Retention Plan** “There is a need, recognized by faculty, for a coordinated, cohesive, and integrated student retention plan.” (2000 NCA Accreditation Evaluation Team Report page 9) *Note this is addressed by SSCT Operational Projects #25: “Develop and implement comprehensive plan for persistence and student success through expanded student support services, educational innovation and tracking;” and #26: “Develop and implement a comprehensive, written enrollment management plan, including tracking of special populations; such as minorities, disadvantaged students and dislocated workers.” carried over for 2006-2007.

6. **Student Government** “There is currently no student government organization; the institution will probably wish to reassess the need for such a service in the future.” (2000 NCA Accreditation Evaluation Team Report page 10)

7. **Student Activities** “Students express a need for more activities…The administration is aware that this area needs additional attention and support, since the student body is becoming more traditional.” (2000 NCA Accreditation Evaluation Team Report page 10)

8. **Resource Planning** “The college may want to consider resource needs, since the revenue it generates may not keep pace with both the costs of operation and the capital costs of new and replacement equipment.” (2000 NCA Accreditation Evaluation Team Report page 12) *Note that this is covered by 2005-2006 SSCT Operational Project #3: “Develop and implement comprehensive resource development plan” that was institutionalized.

9. **Classroom Technology** “As the college moves forward with planning for instruction and technology, it may wish to consider the designation and equipping of “smart classrooms” in each of the instructional divisions.” (2000 NCA Accreditation Evaluation Team Report page 22) *Note that this is addressed by 2005-2006 SSCT Operational Project #18: “Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment.” carried over for 2006-2007.

10. **Course Content Evaluation** “As the college moves ahead with planning efforts, consideration of possible duplication of course content may be helpful in conserving scarce resources. (2000 NCA Accreditation Evaluation Team Report page 24)

11. **Comprehensive Institutional Research Effort** “There is a desire among the faculty and the staff to have greater access to data and research that would provide support for their work on instructional outcomes. The team feels that a comprehensive research effort should be developed that compiles and analyzes data and disseminates it institutionally for the use of all entities.” (2000 NCA Accreditation Evaluation Team Report page 30)
Considerations
The Higher Learning Commission requires that the entire college have input on the adopted action projects, so we cannot make a decision on planned AQIP projects until the faculty return in the fall. Also, the projects are evaluated and approved at an AQIP Strategy Forum. SSCT representatives will likely attend a Strategy Forum in late 2006 or early 2007.

Our three or four AQIP action projects can all begin at essentially the same time, after approval at the Strategy Forum. They may conclude at different times, however, AQIP requires an update report every September on the status of the projects. Once all approved projects are complete, SSCT representatives attend another Strategy Forum for new action project approval.

It is recommended that the three challenges and suggestions for improvement identified in the 2000 NCA Accreditation Evaluation Team Report be selected as strategic projects for 2006-2007. While the content of these projects may be modified based on faculty and staff feedback and evaluation at the AQIP Strategy Forum, the intent is valid.

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility
- High Value
- Stewardship

Carry-over Operational Plans:
- Develop and implement comprehensive resource development plan
  - Foundation fundraising
  - Strategic grant approach
- Plan, design and implement Early College High School
- Develop and implement the strategic technology plan, including plans for maintaining technical excellence at SSCT and integration of new technology into the teaching and learning environment.
- Increase enrollment of Stark County high school graduates enrolling at SSCT directly from high school
- Develop and implement an employee (full- and part-time) professional development plan, reflecting the College’s strategic plan and goals.
- Develop and implement comprehensive plan for persistence and student success through expanded support services, educational innovation and tracking.
- Develop and implement a comprehensive, written enrollment management plan, including tracking.
## Appendix A: Ohio Board of Regents Performance Indicators

### Environmental Scan: Ohio Board of Regents Performance Indicators

OBR January 2006 Report (based on Fall 2004 data)

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Stark State</th>
<th>Sinclair</th>
<th>Highest 2-year College</th>
<th>Lowest 2-Year College</th>
<th>Ohio Avg. All Higher Education</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Head Count</td>
<td>6,489</td>
<td>23,428</td>
<td>30,400 (CCC)</td>
<td>1,658 (Jefferson)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent headcount change 1998-2004</td>
<td>37%</td>
<td>14%</td>
<td>63% (Central OH)</td>
<td>-19% (Zane State)</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Percent Part-Time Students</td>
<td>59%</td>
<td>65%</td>
<td>77% (CCC East)</td>
<td>28% (Hocking)</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Percent Over Age 24</td>
<td>52%</td>
<td>54%</td>
<td>59% (CCC Metro)</td>
<td>34% (Rio Grande)</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Percent Male</td>
<td>43%</td>
<td>41%</td>
<td>55% (Owens Tol.)</td>
<td>28% (Southern State)</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Percent Female</td>
<td>57%</td>
<td>59%</td>
<td>73% (Southern St)</td>
<td>49% (Hocking College)</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>First Generation College</td>
<td>63%</td>
<td>57%</td>
<td>74% (Southern State)</td>
<td>52% (Columbus State)</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Family Income Below $50,000</td>
<td>57%</td>
<td>49%</td>
<td>72% (Belmont)</td>
<td>49% (Sinclair)</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Tuition FY 2006</td>
<td>$3,600</td>
<td>$1,910</td>
<td>$4,026 (James R.)</td>
<td>$1,910 (Sinclair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental Education - Math</td>
<td>10%</td>
<td>48%</td>
<td>65% (Belmont)</td>
<td>10% (SSCT)</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Developmental Education - English</td>
<td>29%</td>
<td>38%</td>
<td>58% (Belmont)</td>
<td>11% (Lakeland)</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Remedial FTE (as % of total FTE)</td>
<td>6%</td>
<td>10%</td>
<td>20% (CCC Metro)</td>
<td>3% (Washington St.)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Diversity (African American)</td>
<td>9%</td>
<td>16%</td>
<td>49% (CCC Metro)</td>
<td>2% (Edison, North., South.)</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Retention Rate (1st to 2nd yr FFDSF)</td>
<td>61%</td>
<td>57%</td>
<td>62% (Rio Grande)</td>
<td>44% (CCC)</td>
<td>68% (2003 data)</td>
<td></td>
</tr>
<tr>
<td>% who earned degree in 3 years (FFDSS)</td>
<td>20%</td>
<td>7%</td>
<td>31% (Zane St)</td>
<td>3% (CCC)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Time to Associate Degree (yrs)</td>
<td>3.3</td>
<td>4.8</td>
<td>6 (CCC)</td>
<td>2.8 (Hocking)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Credits to Associate Degree</td>
<td>86</td>
<td>84</td>
<td>91 (Rio Grande)</td>
<td>73 (Northwest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of Instruction Per Student FTE</td>
<td>$7,068</td>
<td>$6,836</td>
<td>$8,945 (CCC)</td>
<td>$5,606 (Owens)</td>
<td>$8,487</td>
<td></td>
</tr>
<tr>
<td>State Support Per Student FTE</td>
<td>$3,703</td>
<td>$3,350</td>
<td>$3,873 (Hocking)</td>
<td>$2,581 (Central Oh)</td>
<td>$3,636</td>
<td></td>
</tr>
<tr>
<td>Median Lecture Class Size</td>
<td>18</td>
<td>20</td>
<td>23 (Hocking)</td>
<td>15 (Jefferson)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Lab Class Size</td>
<td>15</td>
<td>15</td>
<td>22 (Edison &amp; Southern)</td>
<td>11 (Wash. &amp; Clark)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Indicator</td>
<td>Stark State</td>
<td>Sinclair</td>
<td>Highest 2-year College</td>
<td>Lowest 2-Year College</td>
<td>Ohio Avg. All Higher Education</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------------</td>
<td>----------</td>
<td>------------------------</td>
<td>-----------------------</td>
<td>--------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Credit Hours taught by FT Faculty</td>
<td>56%</td>
<td>63%</td>
<td>76% (Hocking)</td>
<td>38% (Columbus &amp; Clark)</td>
<td>58%</td>
<td>2003 data</td>
</tr>
<tr>
<td>Peak room Utilization %-Day (w/KSU)</td>
<td>87%</td>
<td>74%</td>
<td>87% (SSCT/KSU)</td>
<td>25% (Southern St.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peak room Utilization %-Eve (w/KSU)</td>
<td>83%</td>
<td>67%</td>
<td>83% (SSCT/KSU)</td>
<td>32% (Southern St.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peak Lab Utilization %-Day (w/KSU)</td>
<td>56%</td>
<td>53%</td>
<td>67% (Central Oh)</td>
<td>28% (Lakeland &amp; Clark)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peak Lab Utilization %-Eve (w/KSU)</td>
<td>50%</td>
<td>53%</td>
<td>65% (Owens-Fin.)</td>
<td>26% (Wash. St.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Award of any financial aid</td>
<td>73%</td>
<td>58%</td>
<td>92% (Belmont)</td>
<td>47% (Lorain CC)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Local Institution Data

Kent State Stark

Kent State Stark served more than 3,800 students in 2005. In 2004 there were 3,878 students, compared to 2749 in 1998. The students are comprised of traditional-aged, non-traditional and high school students. Kent State Stark offers three associates, eight bachelors, and one masters degree which students can complete in their entirety at their campus. Students can earn a bachelor's degree on the Stark Campus in business management, English, general studies, history, justice studies, middle childhood education, nursing or psychology. The campus also offers the core courses of Kent's 272 undergraduate programs. The following Associate degrees can be completed in their entirety at the Stark Campus: Associate of Arts (AA), Associate of Science (AS), and Associate of Arts in Justice Studies (JUS).

Kent State Stark also offers an array of non-credit programs and workshops for the student or professional looking to continue their education. Corporate Programs include; SkillsMAX Services - workplace assessment and job matching services, The Leadership Academy at Kent State Stark. Certificate Programs at Kent State Stark - Certificate of Supervision, Certificate of Management, Certification for Human Resource Professionals, Certificate of Sales-Focused Marketing, Lean/Six Sigma Training and Certification, Sherpa Executive Coaching Certification, Certificate of Organization Development.

Fall and Spring Undergraduate Tuition at Kent State Stark

<table>
<thead>
<tr>
<th>2005-2006 Regional Campus Fall/Spring Undergraduate Tuition at Kent State University</th>
<th>Lower Division* Resident</th>
<th>Lower Division* Non-Resident</th>
<th>Upper Division* Resident</th>
<th>Upper Division* Non-Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Credit Hour</td>
<td>$209</td>
<td>$240</td>
<td>$547</td>
<td>$578</td>
</tr>
<tr>
<td>Per Semester (11-18 hours)</td>
<td>$2,293</td>
<td>$2,637</td>
<td>$6,009</td>
<td>$6,353</td>
</tr>
<tr>
<td>Per Year (full-time enrollment)</td>
<td>$4,586</td>
<td>$5,274</td>
<td>$12,018</td>
<td>$12,706</td>
</tr>
</tbody>
</table>

*Lower division tuition = 10000- and 20000-level courses (FR/SO)
*Upper division tuition = 30000- and 40000-level courses (JR/SR)
## Kent State University
### FALL 2006 REGIONAL CAMPUS TUITION RATES

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Undergrad Resident Lower Division</th>
<th>Undergrad Non-Resident Lower Division</th>
<th>Undergrad Resident Upper Division</th>
<th>Undergrad Non-Resident Upper Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$217.00</td>
<td>555.00</td>
<td>255.00</td>
<td>593.00</td>
</tr>
<tr>
<td>2</td>
<td>$434.00</td>
<td>1,110.00</td>
<td>510.00</td>
<td>1,186.00</td>
</tr>
<tr>
<td>3</td>
<td>$651.00</td>
<td>1,665.00</td>
<td>765.00</td>
<td>1,779.00</td>
</tr>
<tr>
<td>4</td>
<td>$868.00</td>
<td>2,220.00</td>
<td>1,020.00</td>
<td>2,372.00</td>
</tr>
<tr>
<td>5</td>
<td>$1,085.00</td>
<td>2,775.00</td>
<td>1,275.00</td>
<td>2,965.00</td>
</tr>
<tr>
<td>6</td>
<td>$1,302.00</td>
<td>3,330.00</td>
<td>1,530.00</td>
<td>3,558.00</td>
</tr>
<tr>
<td>7</td>
<td>$1,519.00</td>
<td>3,885.00</td>
<td>1,785.00</td>
<td>4,151.00</td>
</tr>
<tr>
<td>8</td>
<td>$1,736.00</td>
<td>4,440.00</td>
<td>2,040.00</td>
<td>4,744.00</td>
</tr>
<tr>
<td>9</td>
<td>$1,953.00</td>
<td>4,995.00</td>
<td>2,295.00</td>
<td>5,337.00</td>
</tr>
<tr>
<td>10</td>
<td>$2,170.00</td>
<td>5,550.00</td>
<td>2,550.00</td>
<td>5,930.00</td>
</tr>
<tr>
<td>11 &amp; over</td>
<td>$2,385.00</td>
<td>6,101.00</td>
<td>2,795.00</td>
<td>6,511.00</td>
</tr>
</tbody>
</table>
**The University of Akron’s Summit College**

The University of Akron's Summit College offers nationally accredited associate and baccalaureate programs, in addition to several certificates and minors. Students have complete access to all academic, cultural, social, athletic, and recreational opportunities offered by The University of Akron main campus. They also offer computer, engineering and science labs.

On June 30, 2004 The University of Akron's Community and Technical College expanded its role as Summit County's only community college. The University's Board of Trustees approved renaming the college, which has been joined with the Division of Workforce Development and Continuing Education. The changes to Summit College will tie it more closely to the needs of job seekers and lifelong learners throughout Summit County and the surrounding region.

The college continues to offer 24 associate and seven bachelor's degrees and to encourage associate degree students to continue their studies toward a bachelor's degree at the University. Workforce development programs are designed to fit the needs of area businesses.

**Associate Degree Programs**
The tuition for fall 2006 is $245.50 per credit with an additional service fee of $24.10 per credit and an $18.55 facilities fee per credit hour. Summit College offers Associate of Applied Science, Applied Business, Applied Technology and Arts degree programs. An Associate of Science is offered through Wayne College.

**Allied Health Technology - Associate of Applied Science (AAS)**
- Medical Assisting Technology
- Radiologic Technology
- Respiratory Care
- Surgical Technology

**Associate Studies**
- Associate of Arts
- Associate - Individualized Study

**Business Technology - Associate of Applied Business (AAB)**
- **Business Management:**
  - General Option
  - Accounting Option
  - Small Business Option

- **Computer Information Systems:**
  - Maintenance and Networking: Cisco Networking Track
  - Maintenance and Networking: Microsoft Networking Track
  - Microcomputer Specialist Option
  - Programming Specialist Option

- **Hospitality Management:**
  - Culinary Arts Option
  - Hotel Marketing and Sales Option
  - Hotel/Lodging Management Option
  - Restaurant Management Option
• **Marketing and Sales:**
  - Advertising Emphasis
  - Fashion Option
  - Retailing Option
  - Sales Emphasis

• **Office Administration:**
  - Administrative Assistant Option
  - International Secretarial Option
  - Medical Secretarial Option

**Engineering & Science Technology - Associate of Applied Science (AAS)**

• [Construction Engineering Technology](#)
• [Drafting & Computer Drafting Technology](#)
• [Geographic and Land Information Systems](#)
• [Electronic Engineering Technology](#)
• [Manufacturing Engineering Technology:](#)
  - Computer Aided Manufacturing Option
  - Industrial Supervision Option
• [Mechanical Engineering Technology](#)
• [Surveying Engineering Technology](#)

**Public Service Technology - Associate of Applied Science**

• [Community Services Technology:](#)
  - General Option
  - Social Services Emphasis

• **Criminal Justice Technology:**
  - General Option
  - Security Administration Option

• [Early Childhood Development](#)
• [Fire Protection Technology](#)
• [Emergency Medical Services Technology](#)
  - AGMC Option
  - Fire/Medic Option
• [Paralegal Studies](#)

**Earned Certificates**

**Allied Health Technology**

- Medical Billing

**Associate Studies**

- Supervision & Management

**Business Technology**

• **Business Management Technology:**
  - Accounting Specialist (19 credits)
  - Business Management Technology (15 credits)
  - Small Business Management (26 credits)
• **Computer Information Systems:**
  - CISCO® Networking Technology *(16 credits)*
  - Computer Information Systems *(12 credits)*
  - Database Development *(12 credits)*
  - Programming *(12 credits)*
  - Webmaster *(15 credits)*

• **Hospitality Management:**
  - Culinary Arts *(29 credits)*
  - Hotel/Lodging Management *(28 credits)*
  - Restaurant Management *(34 credits)*

• **Marketing and Sales Technology:**
  - General *(21 credits)*
  - Advertising *(16 credits)*
  - Website Development *(12 credits)*

• **Office Administration:**
  - General Office Assistant *(30 credits)*
  - Medical Transcriptionist *(25 credits)*
  - Office Software Specialist *(27 credits)*
  - Office Supervision *(32 credits)*

• **Real Estate**

**Engineering & Science Technology**
• **Construction Engineering Technology:**
  - Construction Management *(Min. 18 credits)*
  - Materials Testing *(Min. 16 credits)*
  - Heavy Construction *(17 credits)*
  - Residential Building *(15 credits)*

• **Digital Electronics and Microprocessors** *(27 credits)*

• **Drafting & Computer Drafting** *(18 credits)*

• **Quality Control** *(15 credits)*

• **Surveying Engineering Technology:**
  - Geographic & Land Info. Systems *(18 credits)*
  - Surveying Technology *(18 credits)*

**Public Service Technology**
• **Child Care Worker** *(29 credits)*

• **Community Services Technology:**
  - Aging Services *(31 credits)*
  - Addiction Services Basic *(15 credits)*
  - Addiction Services Advanced *(27 credits)*

• **Criminal Justice Technology:**
  - General *(22 credits)*
  - Corrections *(19 credits)*
  - Security *(20 credits)*
- Emergency Management (24 credits)
- Fire Protection Technology (24 credits)
- Paralegal Studies (32 credits)

**Aultman College of Nursing and Health Sciences**

Aultman Center for Education will open in the fall of 2006. This is a 2 year A.D.N. 73 credit hour program. The tuition and fees for 2006-2007 are $12,885 with books and supplies at $1400. In order for a transfer student to graduate from Aultman College, a student must take a minimum of 2 semesters and a minimum of eight general education course credits and 20 Nursing course credits (effective with the class beginning in August 2006). It combines leading edge technology of a health care leader with Walsh University, a major urban liberal arts university. This collaboration provides students with a college campus atmosphere and state of the art technology in health care.

**Stark County Paramedic Program of Aultman Hospital**

Aultman Hospital awards a certificate to students upon completion of the program. The Emergency Medical Technician-Paramedic certification program is fully accredited by the Ohio Department of Public Safety, Division of EMS #328. The Stark County Paramedic Program of Aultman Hospital has partnered with area colleges and universities to grant college credit to students. Tuition includes books and lab supplies at $2,500.

**Walsh University**

*Undergraduate Programs* Undergraduate degrees offered include the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Science in Nursing (B.S.N.) and Bachelor of Science in Education (B.S. in Ed.). Majors and tracks for these programs include accounting, biology, chemistry, clinical laboratory science, communication, comprehensive science, education, English, finance, French, general business, history, human services, Latin American business, liberal arts, management, marketing, mathematics, nursing, philosophy, physical science, political science, psychology, sociology, Spanish and theology. Walsh statistics; undergraduate students: 1,839 (Fall 2005), student faculty ratio - 15 to 1, and tuition - $16,000/yr. full-time (2005-06). There were 1951 students in 2004, compared to 1555 students in 1998.
Malone College

Malone College offers the Bachelor of Science degree (B.S.) in the following areas: Early Childhood Education; Health Education; Middle Childhood Education; Music Education; Nursing; Physical Education; Spanish Education (pending state approval), Special Education and Visual Arts Education. Malone College offers the Bachelor of Arts degree (B.A.) in the following areas: Accounting; Art; Bible and Theology; Biology; Biology - Clinical Laboratory Science; Business Administration; Chemistry; Church Music; Commercial Music Technology; Communication Arts; Computer Science; Educational Ministries; English; Health Education; History; Integrated Language Arts; Integrated Science; Integrated Social Studies; Interdisciplinary Social Science; International Affairs; Law and Society; Liberal Arts; Life Science/Chemistry Education; Management (a degree-completion program); Mathematics; Music; Physical Education; Physical Science; Psychology; Social Work; Spanish; Sports Ministry; Sports Science; Urban Studies and Youth Ministry.

Malone has 2300 students and undergraduate tuition for 2005-2006 of $17,790. In 2004 there were 2250 students, compared to 2235 students in 1998.

Brown Mackie College

Brown Mackie College is located at 1320 West Maple Street in North Canton. It offers flexible options for students wishing to pursue career-focused education that fits their busy lifestyle. Students complete one month-long course at a time, allowing them to focus completely on that class and then move on to another. Tuition is $14,976 for two-year degree and enrollment is 700.

Programs:

Business
Associate’s Degree Programs:
  • Accounting Technology
  • Business Management

Diploma Programs:
  • Accounting
  • Business

Health Professions
Associate’s Degree Programs:
  • Health Care Administration
  • Medical Assisting
  • Pharmacy Technology

Diploma Program:
  • Medical Assistant

Information Technology
Associate’s Degree Programs:
  • Computer Aided Design & Drafting Technology
  • Computer Networking & Applications
Diploma Programs:
• Computer Aided Design & Drafting Technician
• Computer Software Applications

Legal
Associate’s Degree Programs:
• Criminal Justice
• Paralegal

Diploma Programs:
• Criminal Justice
• Paralegal Assistant

Electronics
Associate’s Degree Program:
• Electronics

Diploma Program:
• Electronics

**EMT – Paramedic Programs**
• Akron General Medical Center
• Summa Health Systems in Akron

**Medical Assisting Programs**
• Akron Institute
• Brown Mackie College in Akron
• University of Akron
• Canton City Schools

**Online Associate Degrees**

American InterContinental University Online  Penn Foster College
Baker College Online  Rasmussen College
DeVry University  Saint Leo University
ECPI College of Technology  University Alliance
Kaplan University  University of Phoenix
Keiser College  Westwood College Online

**Online Tuition and Fees**
At Kaplan University, all undergraduate programs are $280 per credit including books. Also all online students are required to pay a $75.00 technology fee per term. The University of Phoenix is $475 per credit hour, including books.
References


St. Louis Community College Florissant Valley Biotechnology brochure. 2006.


Environmental Scan Addendum

The following topics were suggested by attendees of the July 17, 2006 Strategic Plan/Environmental Scan review meeting.

Socio/Demographic Environment

Trends: Baby Boomers

Almost one-fourth of all people in the 65-to-74 age group hold jobs, compared with just one in six just two decades ago, and in 2004 the number of people 55 and older in the workforce rose to 22.7 million, up from 22 million in 2003 and 20.7 million in 2002, according to the Bureau of Labor Statistics. A Putnam Investment study found that the number of workers in the 65-to-74 age group grew three times as fast as the overall workforce in 2005. The Putnam study found retirement lasted only about one and a half years for seven million American senior citizens who went back to work. "Our study shows retirement in the United States has already moved far beyond ending work at age 65, gold watches, and early-bird specials," said William T. Connolly, Head of Retail Management at Putnam Investments. "For many, retirement is just a planned pause before resuming a career. These 'working retired' are, by our estimate, now almost one-third of all American retirees." Putnam's research was based on a national survey of 1,726 retirees who are working and have an average age of 61. The working retired represent 10% of the U.S. workforce age 40 or over.

Research conducted by the Employment Policy Foundation (EPF) points to a need for the baby boomer generation to fill a growing gap in the labor force over the next 20 years. Current college-graduation rates and workforce-participation rates indicate that employers will not be able to offset the large-scale retirements of the baby boom generation, as smaller generations seek to fill their place. The EPF projects that there will be 4 million more jobs than workers by 2011, by 2030, there could be 35 million unfilled jobs.

Also, at universities across the nation building is booming, potentially rivaling the 1960s and 1970s, when the baby boomers first began crowding campuses in their youth. This time, however, the schools aren't adding chalkboards -- they're developing state-of-the-art retirement communities on or near campus, and offering specialized curricula that include courses in healthy living, entrepreneurship, and career reinvention. More than fifty campus communities for retirees are already up and running, including ones at Penn State, the University of Florida, Oberlin College, and the University of Virginia.

The new college linked retirement community or CLRC is designed for active retirees who have no interest in “retiring”. These communities offer a wide range of graduated care, from complete independent living, to assisted living, to 24-hour nursing centers constructed on or near college campuses. The degree of formal cooperation between community and university varies widely with each of these programs across the nation. "We're not calling it a retirement community; it's a rehirement community," says Bonnie Kantor, director of the Office of Geriatrics and Gerontology at the Ohio State University College of Medicine. The Ohio State is planning a housing development and curriculum for alumni in or past their late 50s.

On-campus retirement communities are an attractive source of revenue. According to the National Center for Education Statistics, nearly four percent of full-time college students and more than ten percent of all college students today are over the age of 40. The percentage of seniors, 66 to 74, who took at least one adult-education course more than doubled between 1990 and 2000, to 20%. At the University of Chicago, retirees now make up more than one-quarter of the 10,000 students taking non-credit classes in the arts, humanities and sciences.
Considerations

- What was once considered the retirement years when education was not a consideration, is not the case any longer, Stark State needs to develop its role in retraining, and revitalizing the growing percentage of the baby boomer population that wants and needs higher education in their lives.
- The population may be most interested in non-credit courses or maybe certificates of completion in certain areas, presenting opportunities for Corporate and Community Services.
- Further research should be done to confirm how large of a potential sub-population this might be for SSCT.

Strategic Plan Correlation

Strategic Goals:
- Maintain Student-Centeredness and Accessibility
- Smart Growth

Carry-over Operational Projects:
- Expand Weekend College and increase weekend course offerings and enrollment
- Design quality accelerated and concentrated associate degree and certificate programs
- Develop and implement Web-based programs
- Increase satellite enrollment
- Expand customized contract training and CEU offerings, and increase enrollment in both areas
- Develop and implement a comprehensive, written enrollment management plan, including tracking of special populations, such as minorities, disadvantage students and dislocated workers

Trends: Brain Drain

Regarding “Brain Drain,” studies by the Cleveland Plain Dealer and the Ohio Board of Regents show an outward migration of educated young people from our state. The U.S. Department of Education “Baccalaureate and Beyond” report following 1993 and 2000 college graduates showed that graduates from Ohio colleges and universities leave the state to earn their living elsewhere. The study also indicated that Ohio is not the only state concerned with “brain drain.” In 1993 an estimated 60,200 students graduated with baccalaureate degrees from Ohio colleges and universities, fourth in the nation behind California, New York and Texas. One year later, about 72% of the graduates nationwide were still living in the state where they graduated. By 1997, four years after graduating, the percentage was 67%. Ohio’s numbers were slightly better than the national average: 75.9% in 1994 and 73.1% in 1997. 47,940 graduated from Ohio schools in 2000, due mainly to rising tuition costs. Pennsylvania and Illinois moved into the top five graduates states with Ohio now sixth. And one year later only 65% of the Ohio graduates were still in Ohio. Nationwide, the number was 69%, down from 72% seen in 1994.

While this information is interesting, net graduate flows measuring graduates leaving and coming into Ohio better monitor the larger goal of maintaining a well-educated workforce. In 2001, 16,779 year-200 graduates left Ohio, but roughly 7,150 out-of-state graduates entered Ohio. The net loss is about 9,629 or around 18%. In terms of net loss, Ohio was near the national average, ranking 28th for retention. Ohio is 35th using the unadjusted retention numbers. In the Midwest, only Illinois saw a net gain of graduates. The states with the greatest net gains were Nevada, Colorado, Idaho and Wyoming, but this is somewhat misleading as these states produce less than 3,000 graduates each. Three additional caveats with the statistics: the survey doesn’t measure students that go on to graduate school, it doesn’t track students who leave Ohio beyond that point, missing a population that may move back and it is heavily influenced by an general economic downturn in the state such as the one impacting Ohio’s data in 2001. Also, low retention rates may not be detrimental if the state maintains a reasonable level of graduates.
Canton kicked off a “Brain Gain” program in August of 2005 with Rebecca Ryan, consultant with Next Generation Consulting. Canton Regional Chamber of Commerce released the resulting “Brain Drain to Brain Gain in Canton/ Stark County” study in April of 2006. The purpose of the study was to research the community’s strengths and weaknesses in appealing to young, well-educated professionals ages 20-40. Next Generation Consulting evaluates communities along seven indexes: vitality, earning, learning, social capital, cost of lifestyle, after hours and around town. Canton/Stark County rated at least at the national average in all categories except social capital relating to diversity, openness to diversity and inclusion. This category was listed as the most important measure by the largest number of surveyed residents (31%). Also, the 22% of the respondents who didn’t live in Stark County cited job opportunities as the number one reason for leaving. Summarizing the recommendations of the report:

The consultant developed eight recommendations for the chamber’s consideration. These are: organize a monthly meeting and social activity for this group; engage young professionals in a visioning session for the region’s future; support legislation and practices to support diversity; create a fast track leadership program; offer incentives to entice young professionals back to the area; support historic preservation; market the area by promoting the area’s above average scores in Around Town and Cost of Lifestyle; support enhancements to area parks. (Chamber releases)

Considerations

- There are three primary components to addressing the “Brain Drain” issue in Canton/Stark County: maintain a well-educated workforce, increase job opportunities and improve Canton/Stark County’s attractiveness especially to young professionals. Stark State College must continue to provide education and training that meets the needs of local industry. The College can also assist with providing job opportunities by providing entrepreneurial training to encourage small business development.
- Entrepreneurial training presents opportunities for both the Business Technologies Division and Corporate and Community Services.

Strategic Plan Correlation

Strategic Goals:
- Maintain student-centeredness and accessibility
- Smart growth

Carry-over Operational Projects:
- None

Trends: Changing Student Values

Colleges and universities must strive to meet students’ needs and expectations. With that in mind, it is important to understand what students value. It is possible to look at this from several different viewpoints. Understanding 18- to 22-year-olds can help as this is the expected age of students entering college immediately after high school. Understanding community and technical college populations’ expectations can help, too, as this group correlates more with SSCT. Finally, understanding the expectations of students returning to school later in life can give another viewpoint.

Roughly 30 percent of the U.S. population, Millennials (a term typically preferred over “Generation Y” by members of the group) represent the massive generation of children and teenagers born in the 1980s and 1990s, encompassing 18- to 22-year-olds plus those a few years older and much younger. These children of baby-boomers, sometimes called “echo-boomers,” are thought to be the most
nurtured and adult-supervised generation in US history as their parents generally strived to be more
involved with their families. Millennials are often described as optimistic, focused, respectful of
authority, cooperative team players—and a bit naive. (Fitzgerald) Other characteristics include a higher
level of modesty and restraint, greater confidence in public institutions and leaders than Boomers and Gen
X’ers, and less cynicism.

According to a study conducted by the New Democratic Network (NDN), Millennials are
generally confident about how they will personally fare in the future especially with regard to economic
concerns such as having a fulfilling career, good jobs, being financially well-off, having sufficient high
quality education and being able to afford a home, health care, and retire comfortably. Younger
Millennials (ages 13-22) are less confident than other Millennials, Gen-X'ers and Baby Boomers about
achieving spiritual and personal goals such as satisfying family and religious lives and clear values in the
future.

Regarding community and technical colleges, community college students want to learn things
that will have a positive effect on their lives. They want college to be nearby, with convenient
class schedules and low cost….Unlike four-year colleges, where attainment of a bachelor's degree
is the implicit goal of students, community college students do not share a common goal beyond
self-improvement. (Community College Impact).

Many older students are returning to college expressly to gain technology skills to improve their
career options, gain access to information and services in the digital economy, and, sometimes, to keep up
with their children. (Milliron)

In general, students expect connectedness and respect in their relationships with faculty members
and college staff.

In his senior thesis Daniel Perez, a former student at the University of California-Davis, offered a
student’s perspective on why so many college students today seem interested in spirituality. This interest
is influenced by the great personal freedom youth have today, their exposure to other cultures and
religions, and a consumer lifestyle in which personal gratification is a central feature of college life.
(Crosby) These same influences affect what students value in a more general sense.

**Considerations**
- Stark State should continue to evaluate changes in its population; students’ values such as
  personal freedom and convenience are one part of this. The College must also take into account
  the diversity of its student population and not take a “one-size-fits-all” approach.

**Strategic Plan Correlation**

**Strategic Goals:**
- Maintain student-centeredness and accessibility

**Carry-over Operational Projects:**
- Develop and implement a comprehensive plan for student persistence and student success through
  expanded support services, educational innovation and tracking
References


“The Community College Impact”  


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