COLUMBUS STATE
COMMUNITY COLLEGE

MAKING CENTRAL OHIO STRONGER

EDUCATIONAL FACILITIES AND TECHNOLOGY PLAN

September 26, 2019

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Introduction

Workforce development is the primary economic issue in Central Ohio and throughout the State. As the proportion of jobs requiring a degree, certificate, or meaningful credential beyond high school continues to rise, Columbus State Community College is increasingly critical to meeting industry needs and to the region's economic vitality.

>>Columbus State is making Central Ohio stronger.

Hundreds of Central Ohio employers depend on Columbus State to train their current and future employees. With more than 45,000 full- and part-time students served annually through credit courses, Columbus State is the largest community college and second largest college or university in the State of Ohio, based on the number of undergraduate credit students served.

The College is the region's number one engine for preparing students for in-demand jobs and meeting the growing and evolving workforce needs of the region. In fact, more than 80% of Columbus State graduates are employed in Central Ohio in fields like healthcare, business, manufacturing, public safety, information technology, and other technologies, making significant contributions to the well-being and strength of the region and its communities.

>>Columbus State collaborates strategically to deliver what Central Ohio needs.

A major focus of the College's work to prepare students for in-demand jobs has been to develop creative partnerships with employers that align instruction with labor needs. For example,

- Many small businesses and large employers have partnered with the College to create innovative approaches to teaching and learning that now serve as national models for workforce development.
- With leadership from the Columbus State Workforce Advisory Council, comprised of chief talent officers from 26 of the region's employers, Columbus State has made significant strides in advancing student opportunities in key regional growth sectors such as computer science, advanced manufacturing, and healthcare-related fields.

The College also collaborates with educational institutions in the region through Regional Learning Centers that are strategically located around the perimeter of Columbus' outer belt. These locations provide access to each of the four quadrants of Columbus State's service district (Franklin, Delaware, Madison, and Union counties) and allow the College to better meet the specific workforce needs of these communities.

>>Columbus State is committed to access and affordability.

The College is the region's most affordable option for post-secondary education, with 76% of graduates leaving Columbus State with no student debt. Columbus State offers certificate

programs and associate degrees and provides an essential pathway to affordable bachelor's degrees at The Ohio State University and other public and private universities. Additionally, more than 7,000 high school students are served each year through the College Credit Plus Program, allowing these students to simultaneously earn both high school and college credit at no cost to them or their families.

A commitment to open access draws students from all backgrounds. About 30% of Columbus State students identify as students of color. More than 60% are nontraditional-aged students, enrolling at age 20 or later. Many are the first in their families to attend college and more than a third of financial aid applicants demonstrate the highest levels of financial need. Over 75% enroll part-time and the majority work more than 20 hours per week while also juggling family responsibilities.

>>Columbus State has been recognized for delivering student success results.

In 2012, the College was designated an Achieving the Dream (AtD) institution, joining a national network of two-year colleges focused on evidence-based innovation to improve outcomes for first-generation students, students of color, and low-income students. In 2015, the College was recognized as an AtD Leader College, and in 2019 Columbus State was awarded the Leah Meyer Austin Award—the highest honor an AtD college can earn—for its work to narrow achievement gaps and realize significant gains in course completion, retention, and graduation. Awarded annually since 2009, only 16 of the nation's 1,000-plus community colleges have earned this distinguished honor. The College's successes are best illustrated in its graduation results—the May 2019 graduating class was the largest and most diverse in Columbus State's history.

>>Columbus State is a good steward of its limited resources.

Recognizing that an effective learning environment should mirror the workplace, Columbus State has made investments to maintain and improve its facilities as State funding has been available and with limited local resources. This work has included making improvements to various classroom and lab spaces along with upgrades to technology and equipment.

Mitchell Hall, a new building housing the School of Hospitality Management and Culinary Arts, opened recently. Financed through an extensive public-private partnership, it has significantly elevated the standard for space that inspires students, engages employers, and embraces an approach to instruction that is grounded in the demands and direction of industry. But these improvements represent a fraction of what is needed to more effectively train and educate students for the full range of industry and employer talent needs in the region. The average age of the Columbus Campus' buildings is 45 years old and the costs of addressing a deteriorating infrastructure and managing safety systems leave little funding to modernize classrooms and learning spaces.

>>Columbus State's continued strength is essential for Central Ohio.

To keep pace with the educational needs of today and tomorrow, Columbus State has developed an essential Educational Facilities and Technology Plan designed to meet the educational and training needs of students, employers, and the region.

This plan aligns people, processes, and facilities around the student experience and addresses issues on Columbus State's campuses in the City of Columbus and Delaware County as well as its Regional Learning Centers. It is focused on ensuring that students develop the skills they need to be successful in modernized learning environments that mimic the workplace and ignite the student's desire to learn by providing the type and quality of space suited to their academic areas of focus.

To develop this plan, Columbus State carried out a comprehensive process of discovery and evaluation:

- A Master Facilities Plan was approved by the Board of Trustees in 2013, providing strategic direction and guiding principles.
- Formal assessments completed in 2017 examined infrastructure needs in College buildings, including HVAC, roofs, elevators, and ADA accessibility.
- Online surveys of employees and students and telephone interviews with College leaders were conducted in 2018 that resulted in feedback from 1,500 people.
- Starting in June of 2019, in-person engagement sessions were held with over 325 administrators, faculty, students, staff, and community partners. These interactive sessions included a leadership strategy session, a College-wide town hall, and 20 smaller workgroup sessions that focused on the facilities improvements needed for effective instruction and student support; for safe, productive, and collaborative working environments; and to identify increased opportunities for students by working strategically with partners at the College's regional locations.

Appendices A through E include additional details on the engagement sessions and the feedback received as well as other inputs that informed this plan. Appendix F provides a heat map demonstrating where Columbus State students currently live. Appendix G represents a Board Action approved by Columbus State's Board of Trustees on September 26, 2019 that reaffirms the College's commitment to implement its Sustainability policy, related procedures, and established practices to sustain the environment for future generations and to maximize operating resources through energy savings and efficiencies.

The input over the past year informed the recommendations of this plan, which identifies and prioritizes capital needs with the following key goals in mind:

- Redesign and renovate classrooms, labs, and other educational facilities so students can learn and train in modern environments that mirror the workplace;
- Repair aging and inefficient facilities and address deferred maintenance;

- Relocate key student success resources to align services and maximize accessibility, utility, and convenience for busy students; and
- Ensure the safety of the College community, the integrity of essential service spaces, disability access, and resource availability for all Central Ohioans across College locations.

The plan includes recommendations totaling $441 million to modernize Columbus State's educational facilities. The right plan for today and tomorrow, it is detailed, cost-effective, and will provide up-to-date educational facilities and technology in a safe and secure setting. The plan's recommended projects that follow are summarized in a table on page 21.

Proposed Educational Facilities and Technology Plan for Columbus State Community College

1. In-Demand Jobs and Classroom Modernization

According to Emsi, a leading provider of labor market data for professionals in higher education, economic development, workforce development, talent acquisition, and site selection, the six top industries in Franklin, Delaware, Madison, and Union counties for job growth in quarter 3 of 2019 are:

- Healthcare and Social Assistance,
- Transportation and Warehousing (Logistics),
- Construction,
- Government,
- Finance and Insurance, and
- Accommodation and Food Service.

While information technology is not cited by Emsi as a specific industry designation, many of the jobs in these industries are IT intensive. This is especially true in healthcare, finance, and insurance. With a dedicated focus on engaging employers to effectively develop talent for the region's workforce, Columbus State is well positioned to be a major contributor to addressing the needs of these growing industries. In order to adequately prepare for these in-demand jobs, students must learn and train in modern instructional spaces that mirror workplaces.

Excluding the just-opened Mitchell Hall, the average age of buildings on the Columbus Campus is 45 years old, leaving many classrooms and labs in need of significant upgrades. Limited resources have been prioritized to make important improvements to the classrooms and labs in most need of attention, but it is important to raise all instructional spaces to the level of quality needed for effective education and job preparation. This plan's recommendations include an estimated $57 million in classroom renovations and technology enhancements.

Many of Columbus State's students are the first in their family to attend college, or are returning students who attempted college earlier in their lives and did not complete. Educational environments that are welcoming, inspiring, and empowering make a difference to all students, especially those who may lack confidence. This is particularly true in the classroom. The quality of instructional and non-instructional spaces on campus has a direct impact on a student's ability to learn and shapes their sense of belonging to the College and ultimately to their field of study. Examples of upgrades in this context include flexible and better lit work spaces, and equipping classrooms with varied writable surfaces to encourage collaboration and creativity.

New spaces will also house a growing and diverse portfolio of non-credit programs. These programs are designed for rapid response to community and industry needs, to help citizens in distress quickly acquire employable skillsets, and to help employers re-skill incumbent workers in IT and other rapidly evolving fields. Demand is growing in areas as diverse as English as a Second Language and Amazon Web Services cloud technology training.

Fulfilling the recommendations that follow will provide for:

- Teaching and learning environments that emulate the high-performance workplace and reflect the needs of rapidly-changing industries;
- Modern classrooms and labs with consistent standards of quality and access to instructional tools so that faculty are unhindered in their instructional approach;
- Science and other instructional labs that provide advanced equipment and hands-on learning experiences, and the flexibility to facilitate both lectures and lab experiences in a single location;
- Contemporary technology and equipment, adaptable to meet rapidly changing industrial needs;
- Consistent, comprehensive, high-speed wired and wireless internet access, and accessible power sources for charging mobile technology;
- Flexible, configurable learning spaces that allow for active and collaborative learning; and
- Cross-disciplinary collaboration, realized by locating complementary disciplines in proximity to each other.

Recommendation 1.1

Create a state-of-the-art, multi-disciplinary Center for Emerging Technologies, providing a collaborative learning environment to prepare students for jobs of the future.

Columbus State faculty and staff have been very successful in winning competitive grants statewide and nationally, and in attracting private investment to build strong programs in IT

and related fields. These programs, however, are housed in facilities that are inadequate both physically and technologically, impeding growth and innovation.

A Center for Emerging Technologies will introduce a learning environment for students, faculty, and employers to interact and collaborate directly in the development, creation, display, and review of projects. The vision is a high-energy, cooperative setting that is highly responsive to rapidly evolving needs in cybersecurity, software development, cloud technologies, data analytics, mobile applications, logistics, and other emerging technologies. The Center will enable employers and students to work side-by-side, accelerating and expanding the College's successful experiential learning strategies. Employers will rotate in and out of the space and will be invited to participate in the design of the Center.

The Center will be built on the principle of "learning on display." Prospective students will have the opportunity to explore new technologies and their impact on emerging career paths and work environments. The Center will also serve as an incubator for testing and proving new academic program concepts before integrating them into permanent academic spaces.

Recommendation 1.2

Develop a Smart Mobility and Automotive Technology facility to enable the College's automotive program to focus curriculum on intelligent and flexible transportation systems and better connect to projects and employers in Ohio.

As the automotive industry rapidly changes to embrace smart mobility, this facility will position the College to be a leader in education and training for the next generation of automotive repair technologists and technicians. In the wake of the national movement toward making transportation systems more intelligent and flexible, Ohio—especially Columbus and the Central Ohio region—stands out as an innovator, with the presence of major industry leaders such as Smart Columbus, DriveOhio, and the development of the U.S. 33 Smart Corridor.

Specifically, this recommendation will create a facility in which students will learn the skills and competencies to diagnose and repair increasingly complex vehicles and transportation technologies. Expanded space and technology investments are required to support programs preparing students to maintain electric and alternative fuel vehicles, self-driving cars and other autonomous vehicles, and complex and connected transportation systems. The facility will also enable expansion of manufacturer-sponsored programs to complement the College's successful Ford ASSET program and ASE Master Automotive Technician credential through the National Institute for Automotive Excellence.

Recommendation 1.3

Realize instructional space and technology improvements to support Advanced Manufacturing and Robotics education incorporating the flexibility necessary to accommodate training needs for a rapidly evolving industry.

According to JobsOhio, it is now more important than ever to "embrace new ways of making things with additive manufacturing, automation, advanced materials, and other new technologies." Ohio continues to position itself as a national leader in manufacturing innovation and the State remains one of the largest manufacturing economies in the country. These facility and technology improvements will position Columbus State to be a robust partner as this field advances.

Specifically, this recommendation includes leading-edge engineering and robotics labs, large high-bay space for prototypical manufacturing processes, and flexible space that can accommodate change in the industry, employer engagement, and support growth in the programs.

Recommendation 1.4

Develop improved spaces for Construction Science Technologies and Skilled Trades programs that meet modern standards and accommodate the specific and unique facility and equipment needs of educational and training programs for this industry.

Construction Science Technologies and Skilled Trades are programs that need sufficient space and modern facilities as market demand continues to drive industry growth. The College offers programs in:

- Construction Management
- Facilities Maintenance
- Architecture
- HVAC
- Surveying
- Horticulture
- Landscaping
- Skilled Trades (includes electrical, plumbing, carpentry, and welding)

Construction Science Technologies and Skilled Trades are fields that offer a range of progressive credentials and certificates, State-required building certifications, as well as degrees that provide students opportunities for higher incomes as they advance through their careers, facilitating upward economic mobility.

Specifically, this space will include large, high-bay labs that accommodate project-based, hands-on learning in a safe environment. It will promote real-world experiences of cross-program interactivity with viewing areas and collaboration. As needed, spaces will easily flex from traditional classrooms to laboratories so that students can immediately apply what they've learned. Employers will also benefit from these upgrades as a skilled, job-ready workforce will be available for this in-demand industry.

Recommendation 1.5

Upgrade and modernize space and equipment for Health Sciences to allow for the expansion of existing programs and the development of new ones. Proposed initiatives will accommodate medical simulation and other modern instructional methodology in fields that require clinical experiences.

Healthcare is the fastest growing industry in Columbus State's four-county service district, according to Emsi, resulting in a significant demand and major opportunity for the College to expand programs for this industry. The College's programs in nursing, dental hygiene, allied health, health technologies, and pre-professional fields are currently space and lab constrained. High-demand programs such as medical imaging, respiratory therapy, and surgical technology have become technology intensive. Investments in these and other programs will ensure high-quality learning experiences and expand capacity in high-growth fields.

One of the major challenges facing health sciences programs is a lack of clinical sites for students to observe real-world circumstances and apply what they have learned. For example, the nursing program requires a certain number of observational clinical experiences, traditionally available only in healthcare settings but now possible to deliver through simulations and debriefing. With updated technology, the College can provide a valuable supplement to the learning experience on site, reducing the number of clinical sites needed, thereby allowing the programs to serve more students. Adding science labs is also recommended; lab limitations presently create bottlenecks that risk slowing student progress toward completion of degree and certificate programs.

The recommendation also includes spaces for health and dental clinics, which will serve students and the larger community. The clinics will provide basic care such as dental screenings, cleaning and x-rays, blood pressure and respiratory rate checks, and blood glucose readings. These clinics will provide interdisciplinary, collaborative, real-life learning experiences for students, and opportunities for innovative partnerships with employers and community agencies.

Recommendation 1.6

Upgrade and modernize space and equipment for **STEM (Science, Technology, Engineering, and Mathematics)** fields to enhance the transferability and academic excellence of pathways supported by STEM and to bring related STEM programs in better proximity to each other, facilitating multi-disciplinary collaboration.

STEM programs are interconnected. Engineering programs teach the scientific and mathematical concepts that engineering technology programs apply directly in the workplace. Computer information science and data analytics serve every STEM career. Nursing and dental hygiene programs require the same state-of-the-art laboratories and top-of-the-line safety features as those in pre-med and bioscience programs.

Such STEM-related pathways require spaces that promote teamwork, hands-on experiences, and experimentation. Labs outfitted with computers, simulators, and other instrumentation promote programmatic, shared learning experiences in mathematics, chemistry, anatomy and physiology. Technological infrastructure with proper bandwidth and capability is required for advanced applications. This recommendation proposes to upgrade and modernize STEM instructional spaces to meet the needs of in-demand STEM careers and strategically cluster them in closer proximity to one another so that learning for everyone will be on display.

The College is the recipient of multiple STEM-focused grants, extending opportunities to students who are under-represented in STEM fields. Upgraded space will give increased exposure to in-demand careers for these students.

Recommendation 1.7

Establish a **Public Safety Academy** that brings fire science, police, and Emergency Medical Services (EMS) programs together in a location that provides for integrated training and instructional opportunities that better simulate real-life emergencies.

Safety and emergency responses are high priorities for the region and this academy will help meet the very specialized needs of these programs, regional public safety agencies, and continuing education training for incumbent workers. Currently, there is significant need for instructional spaces, training environments, and equipment to accommodate these programs.

The space will include a multi-story burn building; a driving track; an above-ground trench training area to practice confined space rescues; shared simulated residential, commercial and hospital spaces; and a training tower. Technological advances will include virtual reality training simulations, sensory overload simulations, and large-scale testing rooms. Students also require high levels of physical fitness, so the facility will include fitness training spaces.

Recommendation 1.8

Upgrade spaces for Arts and Digital Design and locate these various art disciplines closer together to realize an integrated creative hub.

Upgraded and more modern space for arts-related programming will provide students the tools and experiences they need to succeed in emerging job opportunities in arts, culture, and design. Columbus State is in the heart of the Creative Campus and the Discovery District; having programs such as art, drawing, painting, music, digital design and graphics, digital painting and photography, interactive media, creative writing, journalism, dance, and theater all in proximity to one another will encourage greater participation and collaboration. Such spaces will enable expansion of successful student-run entrepreneurial ventures such as Studio 413, providing practical, multi-disciplinary learning experiences.

The proposed renovations will also provide a greater opportunity to partner with arts-related organizations in the community—BalletMet, Columbus College of Art and Design, the Columbus Museum of Art, the Lincoln Theater, and many others—enabling the College to host more community events that benefit both the College community and the community at large. Specifically, these improvements will include instructional, studio, performance, and gallery space that introduce students from all areas of study to the arts programming available on the Columbus Campus.

2. Deteriorating Infrastructure

As stated previously, excluding Mitchell Hall, the average age of the buildings on the Columbus Campus is 45 years old. Despite efforts to invest in necessary upkeep, the buildings are in need of significant infrastructure repairs, including plumbing; ADA accessibility; roofs; electrical systems; security systems; and heating, ventilation, and air conditioning systems. While repairs are targeted to those issues that pose the most urgent risk to safety and/or failure, keeping up with even these most immediate needs is increasingly difficult.

To better understand these issues and target limited resources where they are needed most, the College commissioned two studies to assess building conditions and ADA needs. Based on these studies and additional analysis by staff, it is estimated that the College needs to address $74 million of deferred maintenance, $22 million of IT infrastructure upgrades, and $8 million of ADA improvements within buildings and on campus grounds over the next ten years. This magnitude of need cannot be addressed with the limited capital resources currently available to the College. Without increased and accelerated investments to address the deteriorating infrastructure, repair costs will continue to escalate and necessary investments in instructional technologies and active and collaborative learning spaces that mirror the workplace will not be possible, damaging educational and economic prospects for students and the region.

For example, the College recently redirected $1.5 million in State capital funding intended for classroom upgrades to fix underground tunnels situated under sidewalks that were determined to be unsafe. Safety issues of this sort must be addressed but directly hinder the College's ability to deliver upgrades necessary to establish modern, industry-relevant instructional spaces. The result is that faculty often teach in outdated spaces, student learning suffers, and employers are challenged to fill positions that keep the region's economy healthy.

While such repairs to deteriorating infrastructure are needed across the entire College and embedded within all recommended projects, the plan includes two specific recommendations (2.1, 2.2) that exemplify how resources would transform deteriorating infrastructure into more efficient and effective learning spaces for students and more collaborative and engaging spaces for faculty and staff to interact with students and other partners.

Recommendation 2.1

Upgrade the **west side of the Columbus Campus** to remove several small, deteriorating and inefficient buildings northwest of the Center for Workforce Development and replace them with new learning environments.

Upgrading the west side of the Columbus Campus will allow many of the most deteriorated, outdated buildings at the College to be replaced with more modern, effective learning environments, in the same way a group of such buildings was cleared in the early 2000s to make way for the Center for Workforce Development. Upgrading these existing buildings would be more costly per square foot than demolishing and building new. With Columbus State's Columbus Campus so densely populated in a relatively small area of downtown, revitalizing this area will allow the College to use land resources more efficiently while also giving the College the opportunity to grow and meet future workforce demands.

Recommendation 2.2

Address **deferred maintenance needs** in three of the College's oldest buildings – **Aquinas Hall** (94 years old), **Franklin Hall** (41 years old), **and Madison Hall** (51 years old). Aging buildings are also addressed in other recommendations.

Columbus State has 19 buildings over the age of 40 and this recommendation will address three of them. Such buildings have outdated mechanical and electrical systems that need to be replaced. The interior space layouts are not conducive to collaborative working environments and require complete reconfiguration.

3. Student Success Supports

The Ohio Department of Higher Education has established a goal to realize a 65% degree, certificate, or other postsecondary workforce credential attainment rate for Ohio's working adults by 2025. JobsOhio projects an estimated 137,000 open positions each year in Central Ohio across all occupations through 2026. Without a skilled workforce to fill these in-demand jobs, the Central Ohio region will suffer. The Central Ohio Compact, a collaborative led by Columbus State convening local education, government, business, and economic leaders, has embraced this 65% goal for the Central Ohio region but it will not be met without providing targeted and relevant interventions to students that address the challenges many Columbus State students face.

Columbus State has introduced more than 75 student success interventions since Autumn of 2014, and data reveal that the more interventions in which students participate, the greater educational success they realize. Interventions—like mandatory orientation and timely system notifications that direct students to tutoring opportunities when they are falling behind—have helped to significantly close achievement gaps. However, many students still struggle to maintain momentum in their educational pursuit. When asked why, they cite challenges like their inability to juggle jobs, family, and school or financial challenges such as food insecurity, unaffordable or unavailable childcare, or lack of transportation. In fact, over 75% of Columbus State students attend part-time and face these types of challenges. To continue the progress Columbus State has already made, these additional challenges must be addressed by introducing improved facilities that accommodate these critical services such as:

- *Shared space for representatives from community and social support agencies to work together with Columbus State representatives to address students' non-academic barriers.* The College currently partners with the Franklin County Department of Jobs and Family Services and Catholic Social Services, providing space for case workers to work collaboratively with the College's student support staff. Partnerships of this type must increase if these barriers for students are to be overcome, but additional space like this is needed.

- *Academic and non-academic spaces that are designed to be easily navigated, accessible, efficient, comfortable, and when appropriate, private.* For example, due to current space limitations, students struggle to access academic tutoring because it is not centralized. Additional spaces are needed for students to study, collaborate on projects, and socialize with other students within their area of study or who share similar experiences or characteristics. Columbus State students include veterans, international students and students for whom English is a second language, first-generation college students, students of color, and many other diverse populations whose success may be at risk due to limited social or financial resources. Connections and relationships established within

student organizations provide the support and sense of belonging students need to pursue and successfully reach their education and employment goals.

- *Expanded space and technological infrastructure for open computing.* Columbus State provides more online learning opportunities than any college or university in Central Ohio, according to the most currently available data. Many of these students access online instruction on campus because they complete work between classroom-based classes or do not have high-speed Internet access at home. When the College renovated the library in 2010, its open computing space quickly became a critical student support hub, particularly for online students. It is now far beyond capacity, especially at peak times. Replicating and improving these spaces will improve success rates for busy students.

The following student support recommendations will allow the many initiatives that have proven successful in closing achievement gaps to have even greater impact.

Recommendation 3.1

Support facility improvements and the consolidation of student services to create accessible and coordinated Student Success Hubs that align services for connection and entry and provide accessible, high-quality spaces for academic and non-academic supports (like financial advising) at every stage of the educational experience.

The vision is to have one primary hub that provides all services needed by a student first entering the College. Examples of such services would include admissions, entry and career advising, financial aid, testing, and specialized supports for students including those with disabilities, veterans, and international students. All of these services may not necessarily have office space in the main hub; they might, instead, have dedicated space with representatives available to students. These spaces will also be organized in close proximity so that students can easily locate and navigate between them.

Research shows and Columbus State's students have demonstrated that their course completion and success in meeting academic goals is correlated with the accessibility and use of support services. Such supports will be logically and conveniently located on other parts of campus through smaller support hubs and will include financial advising, disability services, academic advising, career counseling, and more.

These student service hubs will provide increased capacity to partner with community, social service, and workforce organizations. Such partnerships help address food, housing, transportation, childcare, healthcare, and other barriers, promoting the financial stability necessary for students to succeed.

Finally, Columbus State students need places to study, eat, socialize, and store their belongings between classes. The success hubs will include spaces that support these needs, such as study lounges, spaces for student clubs and organizations, and storage lockers.

Recommendation 3.2
Establish a **dedicated tutoring space** in a centralized campus location.

Tutoring benefits thousands of students per year; data demonstrate that students who are tutored succeed at greater rates than those who are not. In key gateway courses, including English, mathematics, and some business courses, success rates for students receiving tutoring are 8 to 10 percentage points higher than their non-tutored peers. Participants in the engagement sessions consistently echoed the need for a dedicated tutoring space on the Columbus Campus. Currently, tutoring occurs in many places across campus and while students utilize these services, many do not know where to go for assistance.

Recommendation 3.3
Establish a new **Transfer and Career Center** to better advise and prepare students planning to transfer to other institutions or transition to the workplace.

As students progress through their academic careers, they need guidance to ensure they are on a path to successfully and efficiently transfer to universities or have the skills necessary to successfully transition to the workplace. The Transfer and Career Center will co-locate these services so that regardless of which path a student chooses, they will have the support they need. The Center will be staffed by Columbus State employees with the expertise to counsel students. It will also allow for partner institutions and employers to rotate in and out of the space so the students will have the access to these organizations as needed.

4. Columbus Campus-Wide Needs

Essential campus-wide spaces include operational and administrative areas, office and meeting spaces, retail spaces, the Police Department, and the grounds outside of the buildings such as parking, sidewalks and greenspace. Like classrooms, labs, and student support spaces, these spaces must also be maintained. Employees provided helpful feedback during engagement sessions about how campus upgrades would improve safety, accessibility, and operational efficiency. For example, administrative offices are currently spread across multiple locations and often not conducive to collaboration, resulting in lost productivity.

Faculty and staff provided input on workplace improvements that would better enable them to work with students. Faculty indicated that their offices should be located near the academic programs they support making it easier to meet with students. Flexible office and meeting

space should be provided for adjunct professors to meet with students and to safely store their belongings. Staff who provide support to students indicated that their spaces should provide for areas that allow sensitive matters (such as financial or mental health issues) to be addressed privately. Also, office upgrades should include transparent doors and windows and provide for secondary means of egress to enhance safety.

The most frequently mentioned concern about the campus grounds was parking. Land controlled by Columbus State provides parking not only for Columbus State students, faculty, and staff but also for over 100,000 visitors each year coming for testing, conferences, campus visits, sporting events, and other activities. The College has studied parking over the last several years and in 2017 completed a comprehensive parking analysis for both the College and Creative Campus neighborhood. Appendix E provides a brief summary of findings and recommendations.

The following recommendations address key campus-wide needs for the Columbus Campus.

Recommendation 4.1

Support **core campus improvements,** including wayfinding, art, landscaping and grounds, sidewalks and pathways, safety systems, and accessibility.

Columbus State locations must be safe, engaging, and easy to navigate to ensure that students, employees, and visitors feel welcome and secure. Improvements to grounds and other exterior areas—typically deferred due to resource constraints—are needed to ensure that Columbus State is an inviting place.

This recommendation includes improvements to sidewalks, pathways, and disability access structures. For example, better lighting, emergency blue light telephones, and safe crosswalks at key intersections (especially for crossing Cleveland Ave. and Spring St.) will be prioritized. Improved wayfinding will ensure that students and visitors can more easily navigate College locations, resources, and events.

Recommendation 4.2

Improve **parking** by fixing existing parking structures and by adding a new parking garage to ensure parking availability (particularly during peak course activity periods) and to free surface areas for a variety of purposes, including the addition of green space.

Parking was mentioned in every engagement session held on the Columbus Campus. The inability to quickly and easily find parking causes frustration for students—at times contributing to late arrival for class—and for College visitors.

A new parking garage situated on the perimeter of campus will allow for easy access and alleviate congestion on roads located in the central part of campus. It would also improve operations and allow for better management of demand. The College will further manage demand by promoting alternative mobility options and strive to utilize other parking in the neighborhood to limit campus-core parking resources for academic uses and campus activity centers. Also, additional parking for bicycles, charging stations for electric vehicles, and other accommodations for alternative transportation are included in this recommendation.

Recommendation 4.3

Improve **space utilization** by consolidating and relocating administrative functions presently occupying valuable space in areas key to learning and student success and move employees out of leased spaces and sub-standard working environments.

Offices and collaborative spaces are critically important to the College's operations and supporting students. This recommendation will better centralize administrative offices like the IT Department that is currently spread throughout the Columbus Campus. It is assumed that these administrative functions will be located on the perimeter of campus outside of the academic core, thus improving the flow of services directly provided to students. This recommendation also includes removal of the mobile unit located on the southeast side of campus that currently houses the Telephone Information Center (TIC). These TIC employees will be moved to new or renovated building spaces thus improving their working environment.

Recommendation 4.4

Renovate and upgrade **essential service spaces** including the Police Department and shipping and receiving locations.

The Columbus Campus includes a number of essential spaces that serve very specific needs, including retail spaces, the Police Department, and shipping/receiving locations. This recommendation assumes upgrades to the Police Department to ensure facilities and equipment are up-to-date so that officers can continue to keep students, faculty, staff, and visitors safe. The recommendation also envisions a more centralized shipping/receiving location away from student services to eliminate hazardous and unsafe conditions for students and to improve operational efficiencies.

5. Delaware Campus

Columbus State's Delaware Campus is located in the fastest growing county in the State of Ohio. Large industries in this county include healthcare and social assistance, finance and insurance, and retail trade. The campus currently offers predominately first-year academic programming for students interested in pursuing bachelor's degrees. Early childhood development and education, computer science, and the Exact Track accelerated Business Program are all featured at the Delaware Campus.

The next phase of the academic plan at the Delaware Campus includes destination technical programs and more robust course offerings to ensure the ability to complete Associate of Arts and Associate of Science degrees on site. Shorter-term priorities include expanding science labs and adding computer labs for computer science and other technology-driven programs. Such upgrades as well as partnerships with employers, colleges and universities, and other community organizations will be critical to meeting the education and workforce needs of this community.

Three engagement sessions were held at the Delaware Campus, two with faculty and one with students, to identify existing facility needs and future opportunities. A top priority mentioned by both faculty and students was the proximity of faculty and advisor offices to students. Student access to faculty is currently limited both by the small facility that houses faculty offices and the physical separation of faculty offices from classrooms and labs. See Appendix D for additional feedback shared at these sessions. The following recommendations highlight key priorities at the Delaware Campus, but planning is in the early stages.

Recommendation 5.1

Make current campus upgrades by updating classrooms and labs and addressing deferred maintenance at Moeller Hall as well as make improvements to campus safety.

Since opening in the summer of 2010, Columbus State's Delaware Campus—anchored by Moeller Hall—has served students and the Delaware region well. To keep pace with the needs of the State's fastest-growing region, upgrades are recommended, including:

- Upgrading and modernizing classrooms and labs based on academic programming and student needs to improve student learning and allow for the growth of academic and co-curricular programs;
- Addressing deferred maintenance issues at Moeller Hall;
- Making safety improvements to the campus, including constructing an access road that will connect the two parking areas on the campus. This will not only provide improved campus navigation for faculty, staff, and students, it will also improve safety by

providing more than one entrance/exit to the campus and allowing drivers to avoid a high-accident intersection at the current U.S. 23 entrance to the north parking area.

Recommendation 5.2
Add a new academic building to the Delaware Campus to create space and capacity to allow students to complete degrees and certificates on site.

Presently, most degree and certificate programs started on the Delaware campus must be completed at other College locations or online. Delaware students are clear in their desire to take all required classes in Delaware. A new academic building will make this possible. The planning process for a new academic building will enable deeper partnerships with employers, educational institutions, and the community.

6. Regional Learning Centers and Community Partnerships

Many of Columbus State's students live in first- and second-ring suburbs and differ in their ability and/or willingness to commute to meet their educational and workforce training needs. Appendix F provides a heat map demonstrating where Columbus State students currently live. Each suburban community within Central Ohio also has unique industry concentrations and therefore unique needs for those communities to thrive economically. Columbus State must be able to provide affordable, relevant education and training for those communities and employers that best meet their needs.

Currently, the College's Regional Learning Centers serve as community learning hubs that are strategically located throughout Central Ohio, providing access to each of the four quadrants of Columbus State's service district of Franklin, Madison, Union, and Delaware counties. Meeting the workforce needs of each of these areas will require strengthening existing partner relationships, as well as identifying new partners.

To begin determining how educational programming should evolve in each location, community engagement sessions were held in three of the areas where the College currently has Regional Learning Centers. Appendix D includes highlights on the opportunities identified in initial conversations at the Regional Learning Center locations of Dublin, Reynoldsburg, and Westerville. More informal conversations have taken place with representatives in the southwest region as well. In addition to these conversations, an academic plan is under development to inform future programming and facilities needs at the Regional Learning Centers.

Recommendation 6.1
Invest in Regional Learning Centers to support industry-essential programs and address community workforce needs.

Facilities and equipment investments at each of the Regional Learning Centers are recommended to provide students with greater opportunities for career development and to meet the employer demands in local communities. A few opportunities discussed at the community engagement sessions include:

- Expanding the College Credit Plus Program at these locations, which will allow high school students to satisfy graduation requirements while simultaneously earning college credit.
- Adding academic pathways that allow students to earn debt-free associate, bachelor's, and even master's degrees. Such opportunities are possible if educational facilities and programming are aligned to student and employer needs.
- Further establishing Regional Learning Centers as community learning hubs to help local residents (particularly adult learners) earn credentials designed to meet the needs of community employers and to serve as brick-and-mortar sites for students in online programs to collaborate, study, and engage with faculty and employers.

For a summary of opportunities discussed at each community engagement session, see Appendix D. Because conversations and analysis are ongoing, specific recommendations are still in development.

Conclusion

The projects in this plan total $441 million and will make Central Ohio stronger by improving Columbus State's ability to prepare students for in-demand jobs and advance the region's prosperity. Included across all recommended projects are upgrades related to much-needed deferred maintenance, up-to-date IT infrastructure, and improved ADA accommodations. The modernized, engaging classroom and lab spaces and accessible, inviting support spaces recommended in this plan will enable the College to dramatically accelerate its transformative impact on lives, propel Central Ohio forward, and excel in delivering on its mission *to educate and inspire, providing our students with the opportunity to achieve their goals.*

The table on the following page summarizes the recommended projects for this comprehensive Educational Facilities and Technology Plan.

Making Central Ohio Stronger
Educational Facilities and Technology Plan

	Recommended Projects*	Cost Estimate	Short Description
1.1	Center for Emerging Technologies	$ 30,000,000	Create collaborative, multi-disciplinary learning environment for faculty, students, and employers
1.2	Smart Mobility and Automotive Technology	12,900,000	Develop facility for automotive program that allows for repairing the next generation of transportation vehicles
1.3	Advanced Manufacturing and Robotics	22,200,000	Improve instructional spaces to meet modern standards for 21st century manufacturing
1.4	Construction Science Technologies and Skilled Trades	11,400,000	Develop safe, modern space for programs like construction, architecture, landscaping and the trades
1.5	Health Sciences	30,600,000	Upgrade instructional spaces that mirror the workplace and expand technology access for medical-related fields
1.6	STEM (Science, Technology, Engineering, and Mathematics)	36,600,000	Upgrade and modernize classrooms and labs for all STEM (science, technology, engineering, mathematics) areas
1.7	Public Safety Academy	19,500,000	Establish a new academy to effectively train new and incumbent fire fighters, police officers, EMS and other first responders
1.8	Arts and Digital Design	29,100,000	Upgrade arts programming spaces that are situated in closer proximity to benefit both students and the community
2.1	West Side of the Columbus Campus	31,600,000	Replace deteriorating one-story buildings on the west side of Columbus Campus with up-to-date, efficient instructional spaces
2.2	Deferred Maintenance Needs - Aquinas Hall, Franklin Hall, and Madison Hall	36,500,000	Upgrade three of the Columbus Campus' oldest buildings
3.1	Student Success Hubs	37,700,000	Cluster and expand student support spaces to make them more accessible to students
3.2	Dedicated Tutoring Space	6,400,000	Establish centralized location for academic tutoring
3.3	Transfer and Career Center	4,500,000	Establish space for advising students on career paths and transfer opportunities to universities
4.1	Core Campus Improvements	10,300,000	Upgrade Columbus Campus to make it safe and accessible
4.2	Parking	27,700,000	Improve parking by adding a new garage and addressing repairs to the current garage
4.3	Space Utilization	14,800,000	Centralize administrative spaces to improve the flow of services to students
4.4	Essential Service Spaces	9,700,000	Upgrade specialized spaces like the Police Department
5.1	Delaware Campus - Current Campus Upgrades	12,800,000	Upgrade current facilities and improve safety on Delaware Campus
5.2	Delaware Campus - New Academic Building	36,900,000	Add a second academic building to enable students to complete degrees and certificates without having to leave the Delaware Campus
6.1	Regional Learning Centers - Community Workforce Needs	20,000,000	Upgrade facilities and equipment in regional locations to meet workforce and community needs
	Total	**$ 441,200,000**	

*The above projects include estimated costs over 10 years to renovate and modernize classrooms and laboratories ($57M), fix the College's deteriorating infrastructure by addressing deferred maintenance ($74M), improve the information technology infrastructure ($22M), and make ADA improvements ($8M).

The projects included in the plan were informed by internal and external engagement sessions and many different analyses. As the College begins to sequence implementation of the plan and design each of the recommended spaces, careful attention will be paid to ensuring that implementation of this plan will follow the College's Sustainability policy, as outlined in Appendix G, and that any net new space can be well-maintained. For example, business plans are prepared by the College for any major renovations that result in new space. Similar planning will be needed at each stage prior to the implementation of the plan. In short, there is still much work to do.

Planning of projects will also need to be carefully sequenced to identify swing space for programs to be housed on a short-term basis. It will be important that swing space accommodations are addressed over the plan's implementation period so that instruction and student support services can continue to be effectively provided to students.

Appendix A
Inputs to Educational Facilities and Technology Plan Development

Following are inputs that informed the development of this plan:

- 2013 Master Plan Guiding Principles, which included the Delaware Campus – See Appendix B

- 2017 Formal Building Assessments – See Appendix C

- 2018 On-Line Surveys and Telephone Interviews – See Appendix C

- 2019 In-Person Engagement Sessions – See Appendix C for overview of sessions and Appendix D for a summary of feedback shared at the sessions.

- Other Inputs:
  - Economic and in-demand jobs data for the College's four-county service district which includes Franklin, Delaware, Madison, and Union counties
  - Industry sectors with the highest growth in each regional location where Columbus State has a presence
  - Preliminary reviews regarding how the operational budget will be impacted and consideration as to how new and renovated space will be maintained
  - A comprehensive parking analysis and strategy that was completed in 2017 for both the College and Creative Campus neighborhood. See Appendix E for a brief summary of the findings and recommendations of this analysis.

Appendix B

2013 Master Plan Guiding Principles

The Educational Facilities and Technology Plan will continue the work outlined in the 2013 Master Plan and will sharpen the focus on key areas of importance. The same guiding principles will carry forward in this work. A detailed description of each planning principle is included below.

Enhance the Learning Environment

- Student success principles and academic program needs will guide facility decisions.
- Formal and informal spaces that inspire student learning, enhance the visibility of academic programs, and expand the availability of modern classrooms and other teaching and learning spaces will be priorities.

Enrich Student Life

- The College will provide welcoming, safe, and comfortable spaces that meet the diverse needs of students and evoke a strong sense of place.
- Spaces will be designed to make it convenient for students and prospective students to navigate administrative and academic support processes.
- Purpose-built spaces for co-curricular activities, food service, recreation, housing, and other services will enhance student success.
- Space design also will take into account student needs that exist across the broad range of student ages, cultures and lifestyles, physical abilities, and working schedules that define the Columbus State student community.

Develop Strategic Partnerships

- Connectivity and active partnerships within the College and between the College and its neighbors, cities, and other governmental entities, school districts, universities and colleges, and others are essential.
- The College will seek like-minded partners to advance student success and workforce outcomes, share resources, pursue regional priorities in a collaborative manner, and maximize impact.

Use Resources Responsibly

- Environmental stewardship will guide design and priority decisions.
- Bikeways, bike corrals, and public transit will be integral means of access.
- Design principles will include compact and walkable campus environments and energy-efficient and sustainable solutions for College facilities and grounds.
- Structured parking is preferred over surface parking to maximize green space.

- New construction and renovations will be completed in an environmentally and financially sustainable manner.

Design for the Future

- The College will recognize the impact emerging technologies will have on building and facility needs, including classrooms and other learning environments, common spaces, and parking.
- The College will make efficient use of existing facilities and capital investments before undertaking building expansion. *
- The College will design flexible spaces to accommodate expected and unexpected needs.

Preserve Unique Character

- Design principles shall be applied consistent with the unique character of Columbus State's two campuses: the Columbus Campus, located in an urban environment, and the Delaware Campus, located in a natural setting accessible via a major thoroughfare.
- The College will be responsible neighbors in the civic and community structure of these two unique campuses.

*The only fundamental change to the 2013 Master Plan's original principles outlined above is the College's position on land acquisition. The College has recognized the need for additional space to meet student success and workforce development goals and ensure that properties on the perimeter of the Columbus Campus support what is in the best interests of the College and its students, faculty, and staff.

Appendix C
Evaluation and Engagement Process Overview

2017 Formal Building Assessments:

The following assessments were completed in 2017 to inform planning and target limited capital resources where needed most.

- **Building conditions:** Thirty-one buildings were assessed at three of Columbus State's locations, including both campuses. The assessments included thermal imaging of the building envelopes and a review of repairs needed to infrastructure, systems, and deferred maintenance. Needs were categorized in accordance with the urgency in which they should be addressed.
- **ADA assessment:** This accessibility assessment included a review of buildings and campus grounds at four locations, including the Columbus and Delaware campuses. The assessment specifically examined physical barriers and recommended structural improvements to eliminate such barriers.

2018 Online Surveys and Telephone Interviews:

Online surveys of students and employees and telephone interviews with College leaders were conducted in 2018 that resulted in feedback from 1,500 people.

- **Online surveys:** The College conducted an online survey of students, faculty, staff, and alumni in October 2018, which garnered 1,458 responses. These responses provided feedback to better understand key stakeholders' knowledge and perceptions of the facilities in which they learn, teach, and work.
  Telephone interviews: A cross-section of 42 faculty and staff participated in individual, in-depth interviews in July and August 2018. These interviews served as the first step to gather feedback and understand the strength and limitations of the College's current facilities, including technology.

2019 In-Person Engagement Sessions:

Input from students, faculty, staff, and administrators at the Columbus Campus, Delaware Campus, and Regional Learning Centers has informed the recommendations of this plan. In total, over 325 individuals participated in a series of engagement activities and over 1,200 individual comments were collected. Engagement activities have included the following:

- **Leadership Strategy Session.** This first session was held in early June 2019 and was a strategy session that included College leadership, engaging approximately 30 individuals including the President of the College, senior administrators, academic deans,

department directors, and others for a high-level discussion of capital needs and opportunities.

- **Town Hall Work Session.** In mid-June 2019, an all-College town hall was convened on the Columbus Campus, which drew over 100 participants from across academic disciplines and program groups. The President kicked off the session by asking faculty and staff to focus on positioning the College's facilities for the future and to think big about what was possible. Grouped in tables of eight with map-based activity sheets to record their comments, participants identified comprehensive needs including, but not limited to, instructional, maintenance, safety, technology, and common space. Over 600 individual comments were documented, summarized and analyzed in order to identify relevant themes surrounding buildings and programs. This information helped to shape subsequent program group work sessions and the recommendations in this plan.

- **Work Sessions.** Following the town hall, over July and August 2019, a series of 20 additional work sessions were held to gather input for the capital planning work. This included 14 program group work sessions for the following academic programs, non-academic programs, and student groups:
  - Academic Programs with Specialized Needs
  - Arts
  - Athletics, Sport and Exercise Studies, and Wellness
  - Business Programs
  - Computer Sciences and Art, Media and Digital Design
  - Departmental Offices and Meeting Space Needs
  - Health and Human Services
  - Public Safety Academy
  - Sciences (STEM)
  - Student Academic Support and Faculty Support
  - Student Leadership Groups
  - New Student Services
  - Student Well-Being Support Services
  - Student Groups and College Values Groups

  Six additional work sessions were held to reach the Delaware Campus and Regional Learning Centers:
  - Delaware Campus (3) – Two work sessions with faculty and staff and one with students
  - Dublin
  - Reynoldsburg
  - Westerville

The sessions were guided by questions specific to the facility needs on a range of topics including instructional and office space size and quality, technology and modernization of classrooms, opportunities to connect to employers and four-year institutions, opportunities for learning-on-display, physical proximity and connections between programs, the overall campus environment, wayfinding and signage, safety, ancillary space needs, and others. Notes were taken at each session to capture the comments and ideas that have and will continue to inform the work.

Appendix D

Feedback from 2019 Engagement Sessions

Columbus Campus:

Following are facility priorities that emerged from employees:

- Instructional spaces reflecting the modern workplace and convey a message to students that their field of study is a gateway to new opportunities, which puts them on a career path for advancement throughout their lives
- Facilities incorporating cutting-edge technology and equipment that reflects workplace environments so students can develop a strong familiarity with specific equipment and applications
- Instructional spaces that are flexible so they may be arranged into smaller learning spaces to allow for a seamless transition from lecture to lab and to allow for active and collaborative learning
- Facilities that put learning on display by showcasing faculty instruction, student learning, and student engagement, which will help students identify fields of study that interest them, understand what is possible within certain areas, and create the confidence to try something new
- Collaborative spaces in which students, faculty, and staff can work with employers, universities, and other community partners to provide opportunities for students to interact, explore careers, and obtain guidance about transferring to other institutions
- Shared space for representatives from community and social support agencies to work with Columbus State employees to provide students the support and guidance needed to address non-academic barriers that often interfere with their academic progression, such as food insecurity, financial instability, transportation, housing, and childcare
- Spaces fostering inter-departmental relationships and cross-disciplinary learning opportunities by placing similar academic and student support programs in better proximity to each other

Following are facility priorities that emerged from students:

- Parking structures and systems that reduce time for students to find a parking place and additional lighting in parking lots
- Safer means of crossing Cleveland Avenue to the Bookstore
- Additional non-academic supports, such as childcare service that allows children to be dropped off while students are in classes or meeting with students and faculty
- Clear wayfinding for students to find services available to them, tailored for students with different needs and varying abilities
- Improved HVAC in some buildings, particularly Nestor Hall

- Consistent access to technology, connection to WIFI from all Columbus Campus locations, and easier ability to remotely participate in instruction
- Additional quiet areas to study that include the capability to print
- Support areas designed for private conversations
- More areas for student groups and affinity organizations (like veterans) to meet
- Larger, brighter classrooms that allow for collaboration and are equipped with updated furniture that accommodates laptops and other mobile devices and educational tools
- More modern labs that include updated equipment

Delaware Campus:

Following are facility priorities that emerged from employees:

- Shared space for faculty and staff and common space for students (e.g., lounges, study rooms, quiet rooms) with charging stations, lockers, and other amenities to improve conditions for students on campus
- Improved classrooms to better integrate technology and allow for flexible learning environments
- Additional computer labs to support new and existing programs and provide greater access to community members
- More instructional and office space to allow for expansion of existing programs and the introduction of new technical programs (such as construction management) that may have a strong connection to local business partners and meet growing demand
- Expanded curricular offerings to allow more students to complete programs in their entirety on the Delaware Campus
- Space for adjuncts to work and collaborate
- Improved technology to remotely participate in meetings and courses held on the Columbus Campus

Following are facility priorities that emerged from students:

- Spaces in Moeller Hall that provide opportunities for full-time and adjunct faculty interactions through group meetings or office hours in spaces adjacent to the academic building
- Access to Columbus Campus courses through use of virtual-synchronized lectures between campuses
- Mobile, fluid, flexible classrooms that have increased access to laptops and electrical outlets to charge multiple devices
- Maximized utilization of science labs to increase natural science course offerings that fulfill degree requirements
- Gathering spaces for student groups that provide flexible table arrangements and storage spaces for supplies

- Improved food service space that allows for better student collaboration and socialization and improved food offerings
- Better utilization of land to provide gathering spaces, field spaces, event spaces, or outdoor classroom space

Community Engagement Sessions:

The following sessions were intended as introductory conversations about identifying opportunities at these regional locations.

- **Dublin:** This initial conversation included representatives from Ohio University, Dublin City Schools, Hilliard City Schools, and Columbus State. Opportunities identified included:
  - Create a welcoming and accessible space separate from the home base of the high schools in these districts that would enhance opportunities for high school students to explore career opportunities. The concept has already proven successful in the school districts.
  - Capitalize upon the exceptional regional growth and location along the City of Dublin's "Innovation Corridor."
  - Foster pathways from high school to graduate-level programming, specifically in the academic areas of health sciences, business programs, computer science, hospitality management, and automotive technology.
  - Build upon the work of the Central Ohio Compact (a regional strategy that has set a goal for 65% of Central Ohioans to have a postsecondary degree or certificate by 2025) within the tighter geography of this northwest quadrant.

- **Reynoldsburg:** This initial conversation included representatives from Reynoldsburg City Schools, City of Reynoldsburg, and Columbus State. Opportunities identified included:
  - Build upon pathways of the Reynoldsburg City Schools' STEM academies.
  - Capitalize upon Reynoldsburg City Schools' priority to encourage high school students to graduate with their high school degree and either a workforce credential, internship, or community service. Columbus State's existing partnerships with local businesses could provide internship opportunities for Reynoldsburg students.
  - Eliminate transportation barriers preventing Reynoldsburg high school students from participating in internship opportunities within and outside of their community.
  - Conduct more robust marketing to family members, which would allow the Reynoldsburg Regional Learning Center to more broadly serve the community and better meet workforce needs. This could be achieved through capitalizing on school

district events for students and their families as well as better co-branding of the district and Columbus State.

- **Westerville:** This initial conversation included representatives from Otterbein University, Westerville City Schools, City of Westerville, Westerville Chamber of Commerce, Westerville Public Library, Worthington Industries, St. Ann's Hospital, Westerville Area Resource Ministry, and Columbus State. Opportunities identified included:
  - Leverage the services being provided to employers at *The Point* to further engage and partner with businesses.
  - Use the recently released workforce study commissioned by the Westerville Chamber to determine how Westerville City Schools, Otterbein University, and Columbus State can collaborate and better meet the talent needs of businesses. Industries initially identified were healthcare, engineering, and information technology.
  - Engage employers on how their practices can be modified to more seamlessly work with students and education providers to ultimately meet their talent needs.
  - Improve communication with parents on innovative educational opportunities that exist and how they can go about accessing these opportunities.
  - Build upon the Dual Admission Program (DAP) between Columbus State and Otterbein University so that more students can benefit from these affordable transfer pathways.
  - Remove duplication of effort between educational partners and better identify roles. For example, a major focus of K-12 is giving students exposure to jobs they may not even know exist.
  - Continue to improve transportation infrastructure and systems to draw talent from other regions of Columbus and better meet the needs of the community.
  - Increase engagement with the Somali and Nepali adult populations on the south end of Westerville to meet their education and training needs. This engagement could begin with an analysis of the portion of this population already served by Columbus State.

Appendix E

Summary of 2017 Parking Analysis

The parking strategies for Columbus State are organized into three categories.

1. Operational Solutions: Improving the operational efficiency of the parking system (e.g., invest in state-of-the-art operations technologies, explore dynamic/real time signage, apply effective enforcement practices, monitor and track utilization)

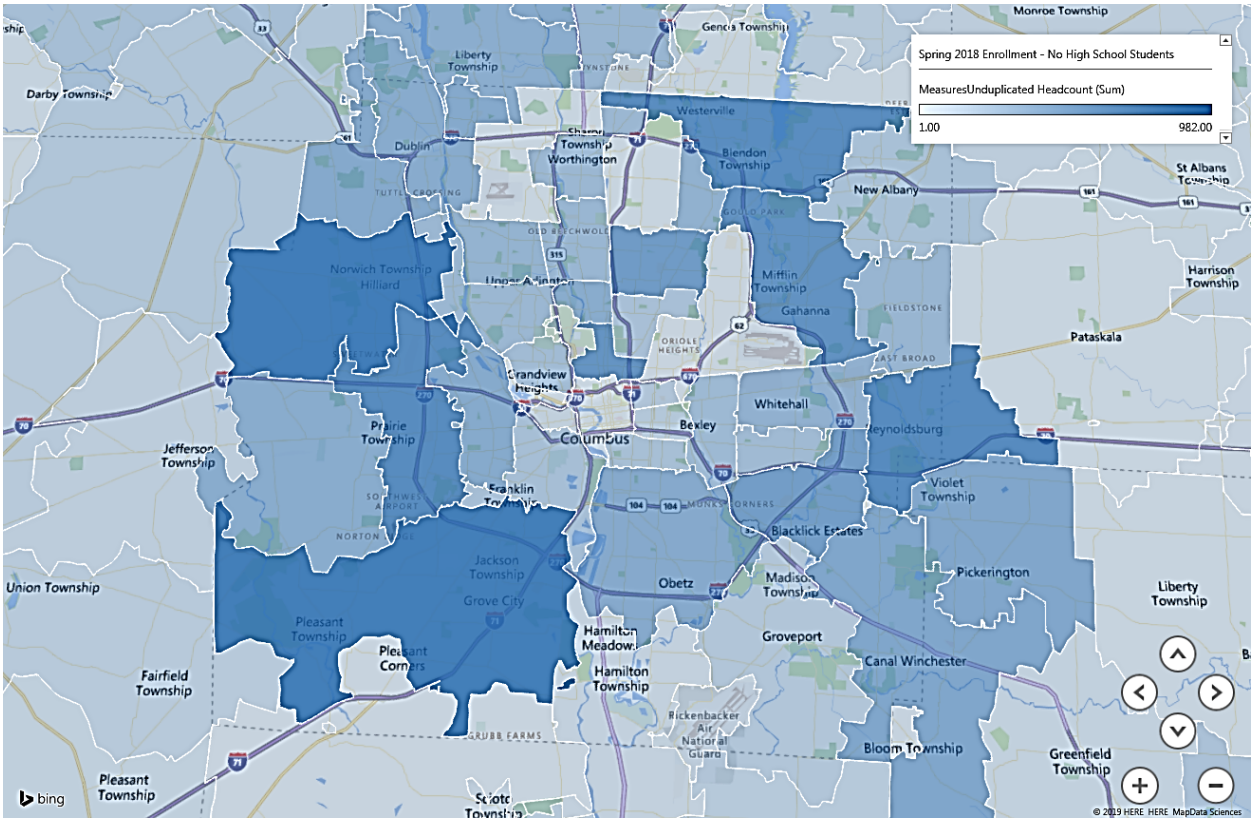
2. Parking Management: Directly managing parking demand to maximize efficiencies and improve access (e.g., create tiered parking rates, offer daily rates, transition to pay-as-you-go pricing, create a peak-demand remote parking/shuttle system)

3. Mobility and Travel Demand Management (TDM) Solutions: Shifting travel towards non-drive-alone modes (e.g., designate a Columbus State parking, mobility and TDM coordinator, create and brand a TDM program, promote and support the College bicycling community, raise awareness of existing TDM programs, expand live/work opportunities)

   The benefits of converting some surface parking into a garage(s) to create more usable space within the land boundaries of the Columbus Campus was also noted.

Appendix F

Heat Map



Appendix G
Sustainability

BACKGROUND
Recognizing its duty as a citizen of a complex ecological system, in 2007, the Columbus State Board of Trustees adopted a Sustainability policy, the first of Ohio's 23 community colleges to do so. Adoption of this policy expressly committed the College to do its part to sustain the environment for future generations.

The policy emphasizes operational and maintenance efficiencies as primary considerations, purchasing environmentally-friendly goods to foster growth in markets for such goods, and outlines a determination to strive to meet U.S. Green Building Council standards in new construction and renovation projects (within funds appropriated).

The College's commitment to this policy is demonstrated in various ways:

- The tenets of the Sustainability policy and related procedures are embedded in the criteria for selecting and awarding contracts to architects and contractors.
- The College's Building Design Standards incorporate sustainable materials and practices that are at the forefront in all construction, renovation and maintenance projects. The standards are in the process of being refined.
- The College earned LEED-gold certification on Moeller Hall, the first academic building constructed after the College policy was adopted. Mitchell Hall was built with LEED guidelines; certification is in process.
- The College exceeded statutory standards (HB 251) that called for a 20% reduction in energy consumption by FY2014, using 2004 as the base. The College reported to the State a 23.3% reduction.
- The College is in the process of enhancing its energy management program to actively monitor and measure energy consumption to inform future energy conservation measures, program planning, and real-time decisions and impacts. An energy management database is increasingly being used to allow the College's information to be entered into the Energy Star platform, providing for benchmarking against other similarly-situated facilities.
- The College will soon engage a third-party energy management partner to review and monitor invoices for and payment of utility bills and other services such as wastewater and recycling. The partner will evaluate utility bills for accuracy of rates, safeguarding against improper billing rates, late fees, tariffs, duplicate accounts, and regulatory fees. Exceptions are flagged and resolved prior to payment.
- The College purchases *Energy Star*-rated equipment, and battery- versus gasoline-powered equipment when practical. The College's copiers are defaulted to two-sided copies to reduce paper consumption.

- The College is continuing its efforts to replace light fixtures with higher levels of energy efficiency.

RECOMMENDATION

Amend the capital plan, MAKING CENTRAL OHIO STRONGER: EDUCATIONAL FACILITIES AND TECHNOLOGY PLAN, to include a statement affirming the College's long-standing and deep commitment to implementing its Sustainability policy, related procedures, and established practices to sustain the environment for future generations and to maximize operating resources through energy savings and efficiencies.

Policy: https://www.cscc.edu/about/policies-procedures/9-11.pdf
Procedure: https://www.cscc.edu/about/policies-procedures/9-11%20(F).pdf