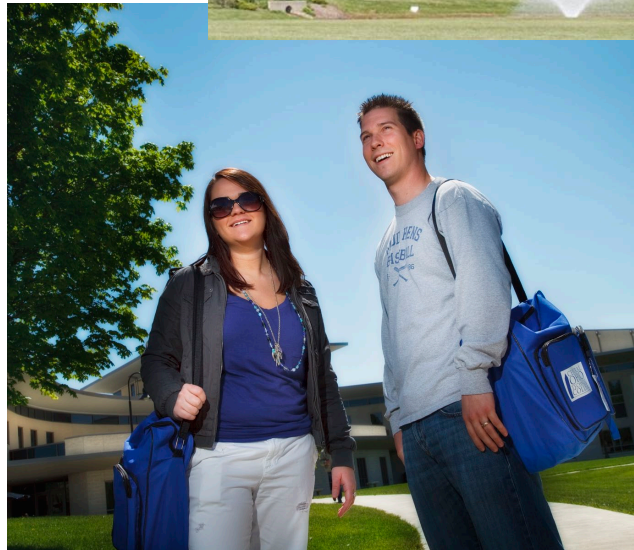
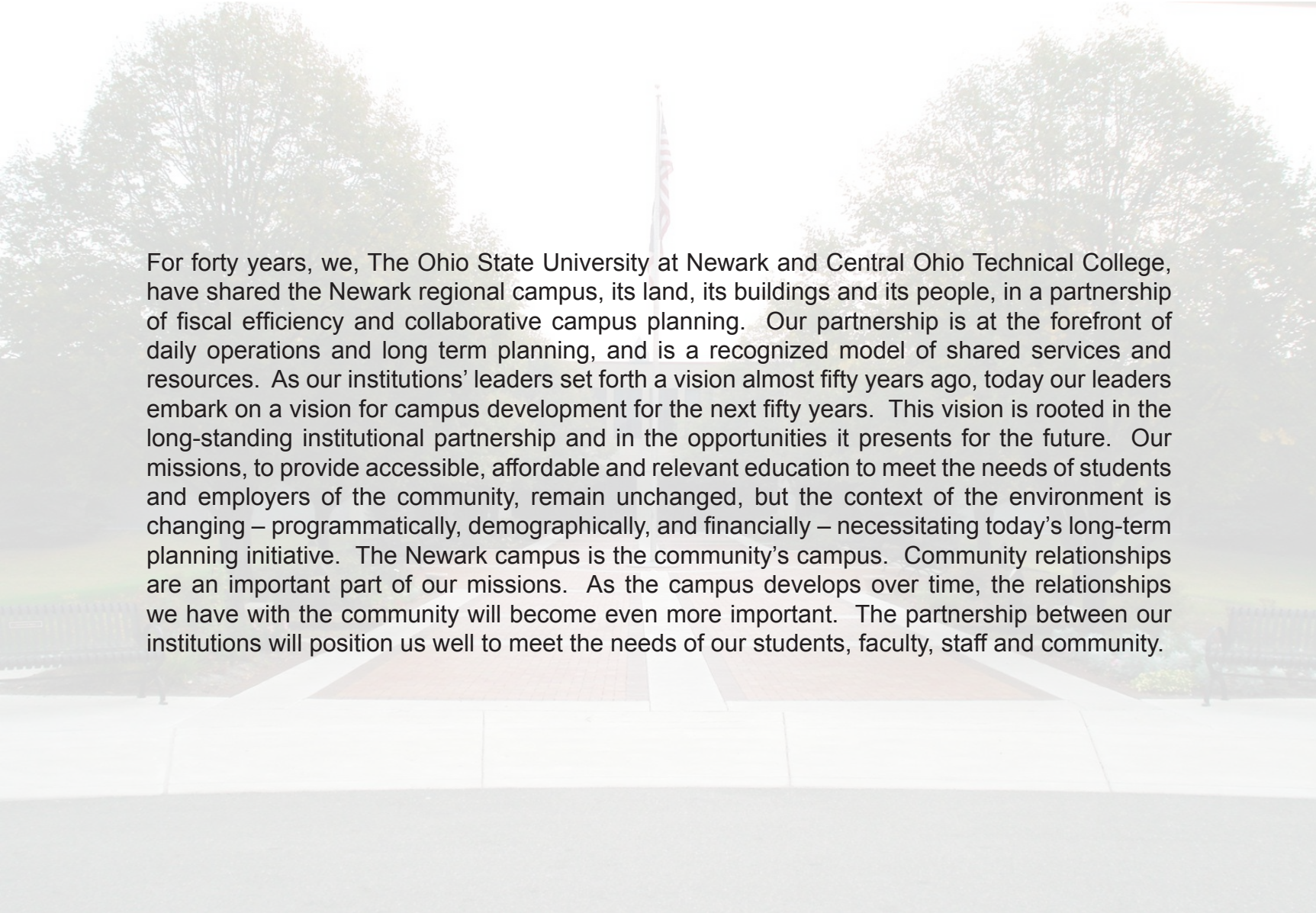


Newark Campus Framework Plan

June 2012

The Ohio State University at Newark
Central Ohio Technical College





For forty years, we, The Ohio State University at Newark and Central Ohio Technical College, have shared the Newark regional campus, its land, its buildings and its people, in a partnership of fiscal efficiency and collaborative campus planning. Our partnership is at the forefront of daily operations and long term planning, and is a recognized model of shared services and resources. As our institutions' leaders set forth a vision almost fifty years ago, today our leaders embark on a vision for campus development for the next fifty years. This vision is rooted in the long-standing institutional partnership and in the opportunities it presents for the future. Our missions, to provide accessible, affordable and relevant education to meet the needs of students and employers of the community, remain unchanged, but the context of the environment is changing – programmatically, demographically, and financially – necessitating today's long-term planning initiative. The Newark campus is the community's campus. Community relationships are an important part of our missions. As the campus develops over time, the relationships we have with the community will become even more important. The partnership between our institutions will position us well to meet the needs of our students, faculty, staff and community.

Dear Colleagues:

We are proud to share with you our shared Newark Campus Framework Plan.

Over the past year, The Ohio State University at Newark and Central Ohio Technical College have been collaboratively involved in a process of examining how we think about our physical world. The Plan will guide our decision making and physical change over the next 50 years, ensuring the academic missions of each institution drive the physical environment. It provides a holistic approach by integrating academic, physical and financial planning as we build toward our long-term vision for the campus. The plan gives us a toolbox of resources which will allow our two institutions to be flexible in a time of change and to encourage fiscal responsibility across the institutions.

This plan represents the careful work of many people, including strategic and physical planning leadership at Ohio State Columbus. At COTC and Ohio State Newark, our joint approach has included contributions from faculty, staff, students, trustees, and friends of the campus. In addition, our unified approach provided avenues for campus and public feedback regarding the plan through town hall meetings and web links.

The Framework vision is intrepid. With your dedication and commitment, we will move toward this vision with a spirit of unity and cooperation. Our solidarity in implementing the plan will enable our shared campus to continue providing the highest quality teaching and learning environment for our students and our communities far into the future.

Sincerely,



William L. MacDonald, Ph.D.
Executive Dean of the Regional Campuses
Dean & Director
The Ohio State University at Newark



Bonnie L. Coe, Ph.D.
President
Central Ohio Technical College

Table of Contents

Executive Summary	5
Introduction	7
Framework Principles	9
Framework Strategies	10
Newark Campus Issues and Opportunities	15
Key Findings	18
The Framework	23
Physical Scenario	25
Financial Strategies	34
Conclusion	35
Project Team	36

Over the course of the past year our collaborative campus team, consisting of representation from both The Ohio State University at Newark and Central Ohio Technical College, developed this Newark Campus Framework Plan. Framework planning is the integration of programmatic, physical and financial planning in a holistic manner to meet our missions and address our needs. The framework provides us with a structure for decision making about the campus physical environment. Our Framework Plan will guide us over the next fifty years to meet the needs of our students, faculty, staff and the community.

Our institutions have shared the Newark campus for forty years in a partnership of collaborative planning and fiscal efficiency. Our Framework vision, "One Campus," embodies this partnership and our institutional missions. The physical environment of our campus is nearing fifty years old. Thus, we are at a point in time where we need to make key decisions about our older facilities. We also need to modernize our teaching environment and address teaching space needs as demanded by our enrollment growth and programmatic development. Many initiatives of our 2003 Newark Campus Master Plan have been accomplished and we now embark on our next phase of campus planning. The framework planning process provides us with the best approach to address our needs, build toward a long term vision, and remain flexible so that we can respond to changes and opportunities.

We have grown considerably in enrollment over the last decade, while at the same time faced decreasing major capital funding from the state for renovations and new facilities. We

have been able to meet our needs through the generosity and support of the community. The Newark campus is the community's campus. Our relationships with the community have been, and will continue to be, an important part of our institutional missions as we continue to provide access to affordable higher education for the community and job ready graduates to the local workforce.

We anticipate that our enrollment will continue to grow, potentially as much as 2,000 more students by 2020. We also anticipate that the state funding trend will continue to decline. These realities and our every changing world require that we transform how we think about our physical issues. The physical environment of the campus must support our institutions' academic missions, and financial planning must give us the means to achieve the programs and facilities that we need to deliver our missions. Thus, we must be creative and flexible, maximize our advantages, and target opportunities. Our Framework provides us with the foundation and structure to meet our objectives.

The key recommendations of our Framework Plan embrace our institutional missions and our "One Campus" vision. We have developed a set of principles to guide our decision making so that we may continually grow and develop our campus, while ensuring our individual decisions incrementally build toward our larger vision. We have also developed strategies that reflect our principles and direct our efforts. These tools enable us to collaboratively meet our challenges and opportunities, and allow us to be flexible.

The key recommendations of our Framework Plan are:

- *Continue to promote and leverage our internal and external partnerships for the betterment of the campus and the community we serve.*
- *Right-size our teaching spaces to increase our capacity, modernize our learning environment, and ensure flexibility of our spaces over the long term.*
- *Strategically target our land resources for development to ensure we can meet our growth needs, focusing academic development first to the core where building capacity and utilities exist.*
- *Gain capacity for our growth and academic programs and conserve land resources by developing multiple story buildings.*
- *Reconfigure existing parking lots to gain capacity and develop new parking lots to meet growth needs.*
- *Develop pedestrian friendly streets with sidewalks, street trees, pedestrian scale lighting, and safe street crossings.*
- *Address campus circulation and wayfinding through creating clear campus entries and gateways, developing a new north-south road connecting to Country Club Drive at Londondale Parkway, and developing a wayfinding strategy.*
- *Increase on-campus housing by developing a residential neighborhood in the existing student housing area.*
- *Address deferred maintenance and aging facilities through strategic phased replacement of Hopewell Hall to open up prime real estate in the core part of campus, and through a full renovation strategy for Founders Hall to give this first building rebirth.*

- *Invest in our open spaces and enhance the Academic Quad and our recreational facilities.*

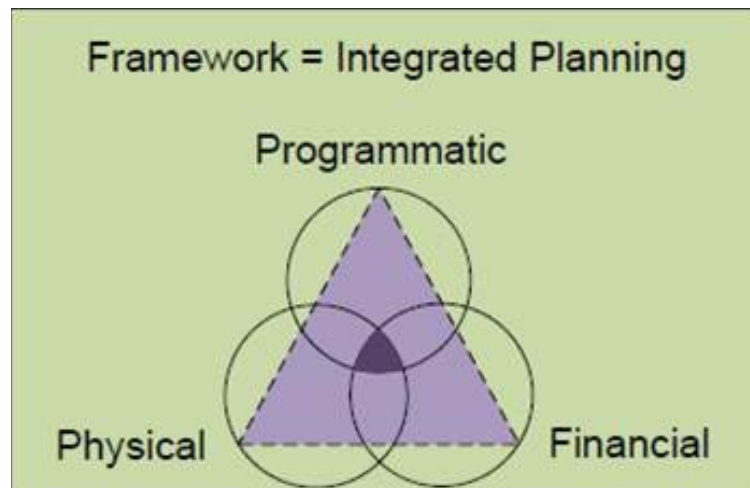
Our near-term, to year 2020, priorities are:

- *Develop a new academic building in the core campus to address our enrollment growth, academic space needs, and technology needs.*
- *Begin the process to remove Hopewell Hall in phases.*
- *Begin transforming our western parking lots to gain parking capacity and enhance efficiencies.*
- *Relocate our maintenance operations to a new facility and renovate the vacated space in Adena Hall for our fitness and wellness programs.*
- *Create a vehicular and pedestrian crossing over the drainage corridor thereby unlocking our land reserve in the southern part of campus.*
- *Connect the southern part of University Drive to Country Club Drive.*
- *Begin transforming our residential area by adding on-campus housing.*

As our campus continues to transform and evolve, our Framework will assist us in making key programmatic, physical and financial decisions for the betterment of our students, faculty, and staff, and the community we serve.

What is a Framework?

A “Framework” is a structure to guide change over time. It integrates programmatic, physical and financial planning, transforming how we think about the campus physical environment. It is intended to outline physical solutions to our big issues. It is holistic, allowing for a comprehensive approach to our decision making. The result of the process is a set of principles that guide decision making, strategies that visualize the principles, prioritized needs, a physical framework to convey our vision, physical scenarios to move forward the vision, and financial strategies to meet our capital needs.



Why a Framework?

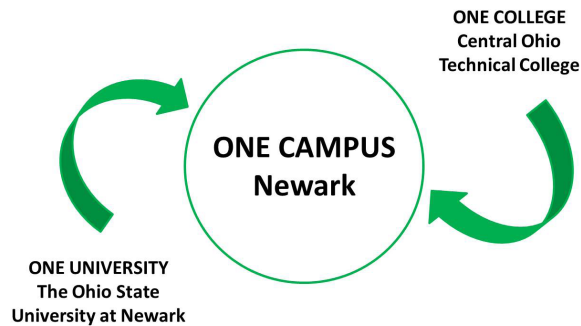
The Ohio State University Regional Campus Cluster Mission:
“We exist to provide The Ohio State University experience to a broad range of Ohioans at small campuses.”

Central Ohio Technical College Mission:
“To meet the technical education and training needs of students and employers in the area.”

The missions of our institutions are rooted in access to higher education and our relationships with the community. In achieving our missions, the partnership between us is an important part and plays a critical role in the evolution of the physical campus to meet the needs of our students, faculty, staff and community. Our world is ever-changing and complex. These realities require that we transform how we think about physical issues. To achieve our goals and build toward the long-term vision, we need to be flexible and nimble, maximize our advantages, and target opportunities. Our partnership is an asset in meeting these goals and positions us for the future.

The physical environment of the Newark campus is nearing fifty years old. The first building, Founders Hall, was built in 1968, and over time the campus has evolved into today’s dynamic environment of academics, student life, recreation and community. Many of the initiatives of our 2003 Newark Campus Master Plan have been completed and enrollment has outpaced what was anticipated. Today’s leaders are creating a vision for the next fifty years to respond to our changing world and the higher education needs of our community and state. Our vision of “One Campus” is rooted in collaboration, integration, communication and partnership; and embraces

the One University goal of The Ohio State University and the vision of Central Ohio Technical College to be the number one technical college in the State.



Planning Process

The Newark Campus Framework Plan was created by a project team from the Newark campus including our leadership, faculty, staff and students of both The Ohio State University at Newark and Central Ohio Technical College (COTC). The plan was developed over the course of the past year through a series of focused team meetings. Team members engaged in discussions and exercises to identify issues and opportunities, review key data, understand anticipated programmatic changes, prioritize needs, create the vision and physical scenarios, formulate guiding principles and strategies, and develop financial strategies. Our initial findings were discussed with The Ohio State University at Newark Board and the Central Ohio Technical College Board of Trustees at joint working sessions. We presented the plan recommendations to both Boards in May, 2012. During that same month, we conducted town hall meetings to obtain feedback from the campus and local community. The final plan was endorsed by The Ohio State University at Newark Board and Central Ohio Technical College

Board of Trustees in June, 2012.

Throughout the process, the project team was assisted by staff of The Ohio State University, Office of Physical Planning and Real Estate. Staff planners sought insight from Sasaki Associates of Boston, Massachusetts and the final physical scenario graphics were prepared by Design Group of Columbus, Ohio.

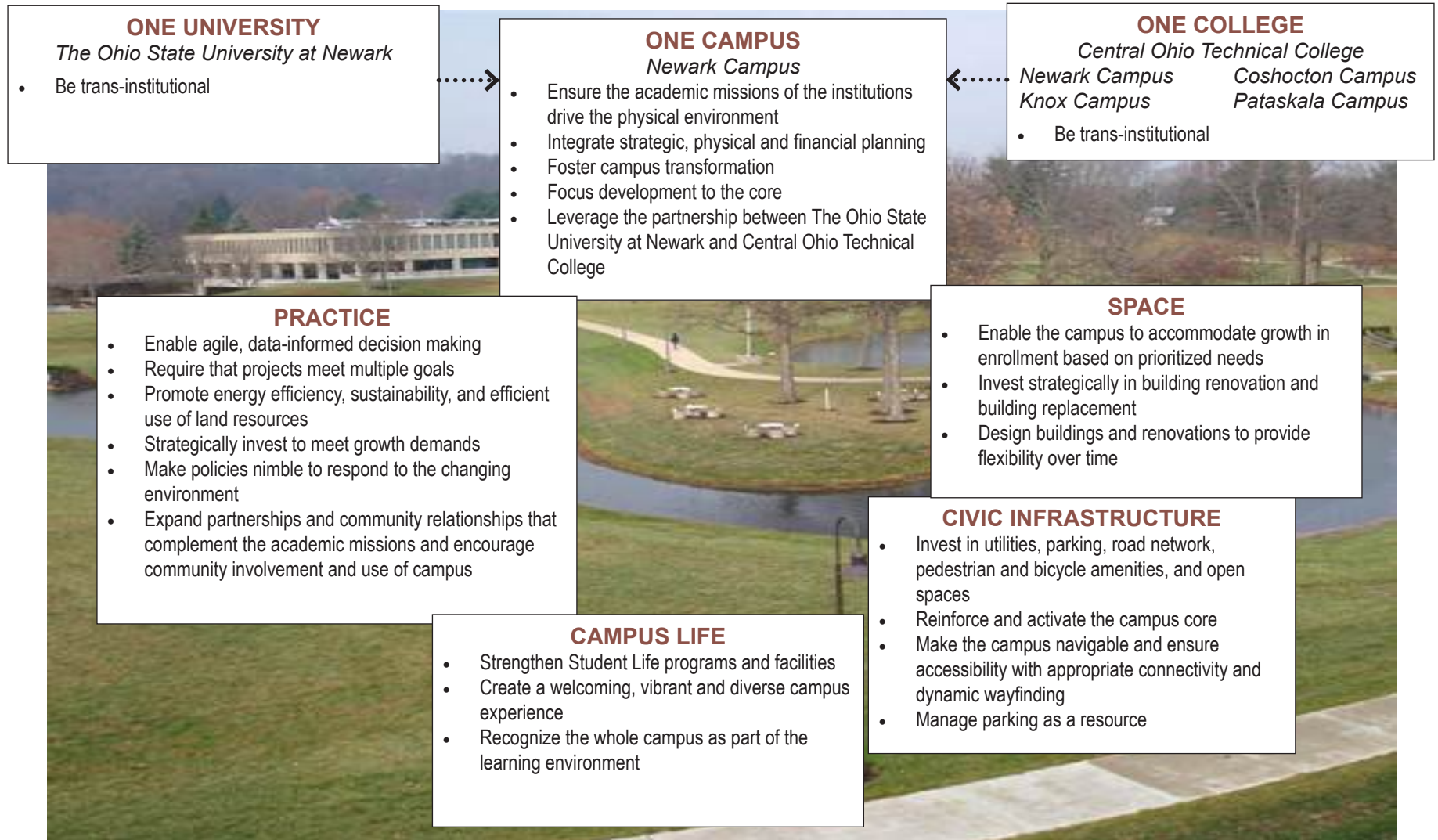
How We Use the Framework

We will use the Framework Plan to inform and guide decision making about the physical environment and capital investment to achieve our strategic programmatic objectives. This document contains key ideas for moving the Newark campus through the next 50 years. The ideas and organizing elements are represented in a physical framework that defines our "One Campus" vision. We evaluated several physical scenarios to making the Framework vision a reality. One such scenario is illustrated in this plan, but is not the only potential option. Our Framework is flexible and nimble to respond to changes and opportunities that may present themselves in the future, while also maintaining our overall vision.

High level planning cost estimates are included, as well as phasing strategies responsive to identified first key moves. Next steps will advance these elements through further analysis, design and cost detailing. The Framework will be used to identify capital needs and help inform each of our institutions' capital planning processes.

Our Framework Plan is a dynamic, living plan. Every few years we will revisit our issues and opportunities, the assumptions we are making, and our needs to ensure we can continue to respond to our changing world and meet our missions.

The **Framework Principles** embody our institutions' academic missions and visions, merging them in partnership at the Newark campus as "One Campus." The principles are the heart of our Framework and will guide our decision making over the next fifty years, while ensuring our individual decisions incrementally build toward our larger vision.



The **Framework Strategies** reflect our principles and are a way to visualize them. They take the principles to the next level in defining them and providing us with approaches to our physical environment and policy development.

Framework Strategies

Promote Partnerships

Strategies related to the Ohio State Newark and COTC partnership and the relationships we have with the community and industry.

Invest in Civic Infrastructure

Strategies for us to focus our civic infrastructure investment.

Enhance Campus Life

Strategies about the Student Life vision and the environment and experience for all who come to campus.

Strategically Develop the Land Bank

Strategies about the use of our land resources.

Right-Size Teaching Spaces

Strategies to address our teaching space needs.

Empower Agile Data-Informed Decision Making

Strategies on what data we should have available and how it can help inform our decisions.

Transform the Campus

Strategies on how we can continue to transform the campus for years to come.

Promote Partnerships

Ohio State Newark is part of The Ohio State University Regional Campus Cluster. We work in partnership with the regional campuses and Columbus campus to strategically deliver academic programs and extend Ohio State to a broad range of Ohioans. We embody the One University vision of Ohio State – collaboration, integration, communication, and partnership across all aspects of the university. We are trans-institutional, with a goal of making the campus and departments more permeable, seamless and agile; integrating teaching and learning, research and innovation, and outreach and engagement across the university.

COTC has four locations across the region – Newark, Coshocton, Knox County and Pataskala. Our locations provide access to higher education within the broad region. As One College, we are trans-institutional across our locations and with our partners and the community, integrating technical education, innovation, and outreach. We partner with employers to meet training needs and have a strong commitment to providing stellar technical education. Our vision is to be the number one technical college in Ohio. Partnerships with industry, the community and Ohio State Newark play a central role in this vision.

We come together in Newark, Ohio as “One Campus.” Our partnership is a successful, state recognized model of collaborative planning and fiscal efficiency. The continuation of our partnership is vital for our future and must stand the test of time and change in leadership. We will continually shape our partnership at the local Board and leadership levels, and

throughout both organizations. We will continue to work as partners to advance our vision for the physical campus to meet our missions and needs. In doing so, we will need to integrate through programmatic collaboration, resource sharing, and financial strategies. We will be agile and holistic in decision making, ensuring decisions are evidence-based and transparent. We will ensure our academic missions drive the physical environment. We will continue to build, enhance, grow and foster community relationships with both public and private partners for the benefit of the community we serve and our campus, students, faculty and staff. We will leverage our partnerships with each other, the community and state.

Invest in Civic Infrastructure

Our people, programs, and relationships with the community are some of the attributes that make our campus an outstanding place. Success is not possible, however, without the utility systems that make our campus run, the landscape and organization of the physical environment that define and identify us, and the physical connections with the community. Thus, we must invest in the civic infrastructure: utilities, roads, parking, pedestrian and bicycle amenities, landscaping, open spaces, and recreation.

Our Framework visualizes a reinforced and activated campus core. To achieve this, we will enhance the beauty of the Academic Quad with pedestrian



Academic Quad

walkways providing more direct wayfinding, benches for gathering, and appropriate planting to activate the space and encourage more use of it on a daily basis. We also picture quads between buildings, landscaped buffers along the soon to be widened Country Club Drive, recreation areas, and an expanded regional bike path.



Parking lots along Country Club Drive

Our Framework visualizes a navigable, accessible campus with logical connectivity and dynamic wayfinding. To achieve this, we re-envision the surface parking lots and design streets that slow traffic and are pedestrian friendly with sidewalks, street trees, street lighting, and safe crossings. We develop a wayfinding strategy with standardized signage, gateway entries, and visual cues that direct vehicular and pedestrian traffic throughout the campus. And we consider how on-campus pedestrian circulation connects with the broader community. Parking is a resource. Surface parking is the current parking approach. However, we will need to consider parking garages and alternative transportation options as time unfolds, as surface parking capacity will run out before building capacity is reached. We will need to begin now to develop a parking management system that allows us to appropriately meet parking needs as the campus grows.

To ensure that utilities keep up with capacity demands, we

have a duty to ensure existing utilities are maintained, that we leverage them by building in existing utility corridors and not extending them more than necessary, and that utility extensions are planned and funded with development as needed. The stream and drainage corridors are part of a larger stormwater network. As the campus develops, we will better incorporate them into the campus fabric and design.

Enhance Campus Life

We have on-campus housing, dining, recreation and other elements that provide a campus life experience for students. While our on-campus housing component is currently small, at 180 beds, demand exists for additional beds. What happens outside the classroom contributes to academic success. Thus, a program-driven vision for student life is our goal.

Our Framework envisions a residential neighborhood, building upon the existing residential area. This area provides the optimal location to expand on-campus housing since it is adjacent to indoor and outdoor recreation, campus dining and the library. We will enhance indoor recreation by developing



Residence Hall

wellness and fitness programs and facilities. Outdoor recreation will be improved with fields for students to engage in intramural sports and casual recreation. The bike path will be extended through the campus enhancing our linkages with the regional system.

We will continue to promote the success of our students, faculty and staff, and offer our visitors the experience of our campus beauty, learning opportunities, and community events.

Strategically Develop the Land Bank

One-third of the campus land is undeveloped, meaning land that is not used for buildings, parking lots nor programmed open spaces such as the Academic Quad and recreation fields. This “land bank” is mainly south of the drainage corridor that extends east-west through the campus. Our Framework anticipates the need to develop this land in the future to accommodate growth.

In being good stewards of the land resources, we will be strategic about its use and development timing. Our first focus for new academic development is in the campus core around the Academic Quad where building capacity and utility lines exist. Our



Undeveloped land in southern part of campus

initial need of the land bank is limited to surface parking to accommodate demand, and relocating maintenance operations to open up space for fitness and wellness programs in the campus core. To use the land bank, investment is needed in utility extensions and a culvert crossing that can accommodate vehicles and pedestrians, laying the ground work for a future road connection south. As our enrollment growth demands it, and building capacity in the core becomes limited, the land bank may incrementally develop with academic uses, and the road connection can be made south to Country Club Drive across from Londondale Parkway.

Right-Size the Teaching Space Portfolio

Since the development of the initial academic buildings, Founders Hall (1968) and Hopewell Hall (1976), both still primary academic buildings, teaching methodologies, technologies, and average class sizes have changed greatly. The configuration and make up of our classrooms and laboratories (our portfolio) does not sufficiently meet the needs dictated by today's courses and teaching methods. Smaller classrooms, technology upgrades, modernized furnishings, and modern laboratory spaces and equipment are needed.

We have a higher demand for smaller classrooms than the number of small classrooms we have. This, coupled with misaligned scheduling blocks between our institutions and demand for peak teaching times, has placed a strain on our scheduling and classroom use. Anticipated enrollment growth will place further strain on the situation. Thus, with growth, we will need to add more classroom space.



Teaching and learning

Our Framework visualizes academic buildings with flexible classroom spaces. It is essential that academic buildings are designed with structure that enables modification to respond to changes in the way education is delivered, and designed to easily allow modernization of the learning environment. We will need financial strategies to keep up with our modernized learning environment requiring appropriate operating budgets and renewal schedules for technology, furniture and other upgrades. The misaligned scheduling blocks

will be corrected with the conversion from a quarter to semester academic calendar in the fall of 2012. Coupled with this, we can gain efficiencies in course scheduling through use of a greater part of the day and week, and converting existing classrooms to provide for sizes that are needed.

Empower Agile Data-Informed Decision Making

Having data that informs our decisions is at the forefront of being agile and nimble as we respond to our ever changing world. Our academic missions must shape our physical environment. We do this through an integrated planning approach that coordinates programmatic, physical and financial issues into a process that can respond holistically to changing circumstances. Our organizational behavior is shaped around this model. We must be evidence-based and transparent in our decision making. We thus need to have available and accessible data about our physical environment, spaces, programmatic needs, and financial options to inform our goals and needs, and help us prioritize our needs and meet multiple goals. These decisions will allow us to formulate projects for our physical environment that will be considered for funding strategies.

Transform the Campus

Since the campus beginning nearly fifty years ago, our campus has been transforming. Today we have a dynamic place of academics, student life, recreation and community. For the future, we must continue this transformational process so we may respond to our needs. We have a duty to be good stewards of the limited land resources, address our deferred maintenance, incorporate efficiencies and flexibility in our buildings, and be sustainable in our practices.

The initial focus of new academic development is in the campus core around the Academic Quad at a higher density. This focuses our academic activities, encourages greater use of the Academic Quad, uses existing utilities and conserves land resources. Our new buildings must be multiple stories above grade, thereby conserving land resources and meeting our capacity needs. Buildings will be designed for flexibility and multiple purpose potential so we can respond to changes in our needs and programs. We will incorporate the building's second generation and repurpose potential in their original design. In the campus core, we can tap the capacity of the land through strategic decisions about building renovation, repurposing and replacement.

Our older buildings carry much of our deferred maintenance. Thus, we must strategically assess these facilities to determine their future. Hopewell Hall (1976) consumes considerable prime real estate with 84,000 gross square feet on one floor and without feasible options of adding floors. Hopewell Hall is a key target for replacement. Phased demolition of Hopewell Hall opens up significant building capacity in the core. Adena Hall (1978), which contains the gym, has replacement or renovation potential depending on enrollment growth, on-campus housing development, and community partnership opportunities. Founders Hall (1968) is a solid structure, and as our first building, is identifiable to the campus and community. This building has strong potential for full renovation and rebirth. The existing apartment style on-campus housing (1986) should be assessed for deferred maintenance and the desirability of this housing model to determine its future. When our newer buildings reach 25 years old, they too will need to be assessed for future use so we can make appropriate investments.

Our Framework envisions reconfiguration of the parking lots to



Hopewell Hall



Founders Hall



Adena Hall

increase capacity and provide better navigation. Surface parking capacity will run out before building capacity is tapped. Thus, as we grow, alternative parking approaches, such as garages and alternative transportation options, must be considered.

To further transform the campus, our Framework visualizes increased residential capacity, further beautification of the Academic Quad, and improved pedestrian circulation and amenities. Our new buildings and renovations will impart a sense of unity by providing a consistence of massing, heights and proportion that contribute to the coherence of the architectural fabric. Our buildings will be positioned to relate to the network of opens spaces and circulation corridors. And, as we develop the land bank, the drainage corridor is crossed and incorporated to seamlessly connect the campus areas together.

Nine **Issues and Opportunities** face our campus. They encompass significant issues that impact the physical environment and its ongoing operations, as well as important opportunities that we should leverage in the future.

Growing Enrollment

Both of our institutions have experienced growing student enrollment. On the Newark campus alone*, enrollment has grown by 36% since 2001. As we plan for the future, we anticipate that enrollment will continue to rise. This prediction is supported by past growth trends, planned growth in academic programs, dual enrollment and transfer options. As our student body increases, so does the demand for academic spaces, offices, and support services and facilities, as well as parking, open spaces and recreational facilities. Additionally, the demographic profile of our students has shifted over time to include a mix of traditional and non-traditional students both full- and part-time. Students needs are changing, as evidenced by a demand for housing, virtual classes, financial assistance, technological resources and other needs.

Defining Who We Are

The Newark campus is part of The Ohio State University Regional Campus Cluster. It is also one of four locations of the Central Ohio Technical College. Our campus is the community's campus. Thus, our missions, programs, and campus physical environment should be defined and promoted to our community. As part of the Regional Campus Cluster, what will Ohio State Newark's academic focus be? As the extended locations of COTC continue to grow, how will the programs offered to students change? What are the community's opportunities to experience our campus beauty? Our partnership is unique

* Does not include students at COTC extended campuses, nor solely virtual students.

Issues and Opportunities

Growing Enrollment

Defining Who We Are

Financial Viability

Leveraging the Ohio State Newark/COTC Partnership

Impact of Semester Conversion

Community Relationships

State Goal to Increase 2- & 4-Year Degree Programs

Our Identity

Competition with Other Higher Education Institutions



John L. and Christine Warner Library and Student Center



Founders Hall

and a model of collaboration and efficiency. Optimizing our partnership and defining our institutional roles and collaborative efforts, both programmatically and in how the physical campus develops, are important in defining who we are.

Financial Viability

The national economic downturn, decline in state major capital funding, affordability of education, and resulting financial strain on students are all challenges to our financial viability. Institutionally, we must develop the financial resources to support programs, initiatives, technology, support functions, and address deferred maintenance. State funding for higher education has been declining, and since 1997 our campus

has had a 26% decrease in state major capital funding. Given limited revenues, this trend is expected to continue. To be operationally effective and efficient and to finance our anticipated capital growth needs, we need to consider our options over the long term. How can we best serve the needs of financially challenged students in this economy? We will need to understand our diverse student demographics, their needs and expectations, and their resources to ensure we maintain access to and affordability of higher education.

Leveraging the Ohio State Newark/COTC Partnership

Our partnership is a model of fiscal efficiency and collaborative planning. It is well recognized across the state and is a vital relationship that we want to maintain over time. We should continue to leverage and improve our shared service model and take part in all opportunities for collaboration in programs, student engagement, funding strategies, and sharing of resources, spaces and facilities.

Impact of Semester Conversion

In the fall of 2012, our institutions convert from a quarter to a semester academic schedule. This conversion significantly impacts course scheduling and the use of teaching spaces. One opportunity is that the schedule blocks of both institutions will align offering better flexibility in scheduling teaching spaces. The full impact of the semester conversion on teaching space utilization rates, academic space needs, offices and related support spaces, technology improvements, and other physical impacts may not be known for a year or more. We will need to continue to evaluate this and look for opportunities to use our partnership and the newly aligned schedules to accommodate program needs.

Community Relationships

Our institutional missions are rooted in community relationships. These relationships, both public and private, are important to build, enhance, grow, and foster for the betterment of the communities we serve and our campus, students, faculty and staff. What opportunities are there to further community relationships and partnerships, and foster a sense of ownership by the community? How can we extend our campus into the community? And how can the community reach back to our campus to use facilities and resources?

State Goal to Increase 2- and 4-Year Degree Programs

The University System of Ohio (USO) established a goal of increasing two- and four-year degree completion opportunities in the state. The goal is to improve Ohio's educational attainment through greater enrollment and graduation rates. Regional campuses and technical and community colleges around the state play a key role in this goal. Both of our institutions can respond to this by providing access for the traditional and non-traditional student, maintaining affordability, targeting programmatic offerings, and offering dual enrollment, transfer options, and articulation options. It is not known how the USO goal will impact our academic programs and financial considerations. Thus, we will need to be ready to respond to changes in focus and take advantage of opportunities.

Our Identity

While we share a campus and many facilities and personnel, we are two distinct institutions having our own missions. The campus itself should have an identity, and each institution should express an identity within our common physical identity.

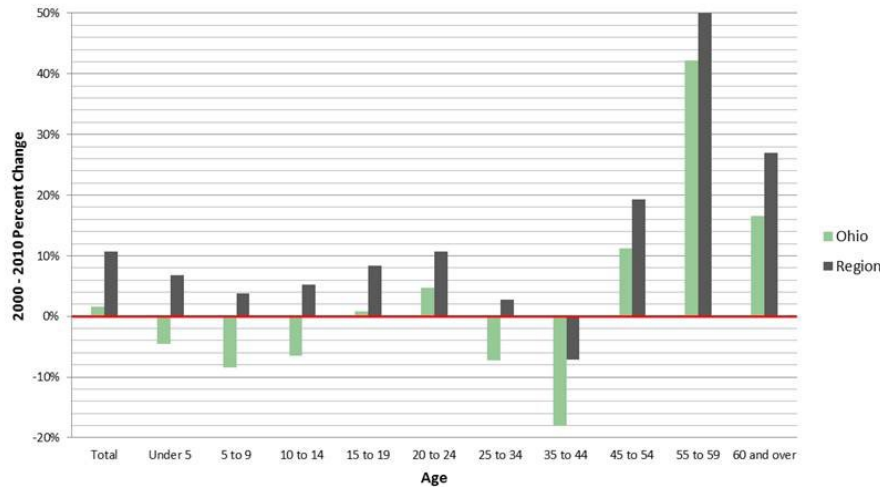


Amphitheater in Academic Quad

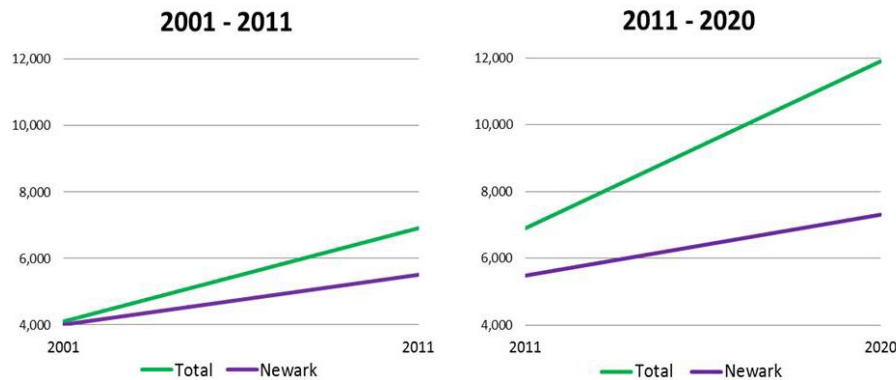
How we identify ourselves is important to the faculty, staff and students, and the campus culture and community. What opportunities does name recognition bring to each institution and the campus? How do we brand ourselves?

Competition with Other Higher Education Institutions

Students have more colleges and universities to choose from today to obtain higher education, including education programs that are entirely online. What does this mean to us and our campus? How can we stay competitive? What sets us apart?



State and Regional Population Growth by Age, 2000 - 2010
 Source: U.S. Census Bureau, 2000 and 2010
 Region: Ohio Counties of Ashland, Coshocton, Delaware, Fairfield, Franklin, Guernsey, Holmes, Knox, Licking, Morrow, Muskingum, Perry, Richland, and Tuscarawas



Total Enrollment Growth and Enrollment Growth at Newark, 2001 - 2011
 Total Projected Enrollment and Projected Enrollment at Newark, 2011 - 2020

The following **Key Findings** are considerations for our Framework and provide data related to our issues and needs.

Changing Regional Population, 2000 - 2010

Our regional population is growing. Those who will reach college age in the next 10-15 years are growing in our region while declining state wide. Those who may return to college to further their education or change careers are declining in our region, but at a slower rate than the state. The region provides us greater market potential than competing state wide for students.

As our region grows in target age groups, we will need to respond physically, programmatically and financially to the needs of our growing student population, including on-campus student housing opportunities.

Growing Enrollment, Fall 2001-2011 Trend & Fall 2011-2020 Projection

Our institutions have been growing in enrollment. Collectively we have grown by 36% since 2001 at the Newark campus.* Currently there are 5,500 students at Newark. During the same time, COTC's extended campuses have grown, balancing the student body among locations. And in more recent years, online education opportunities have been added.

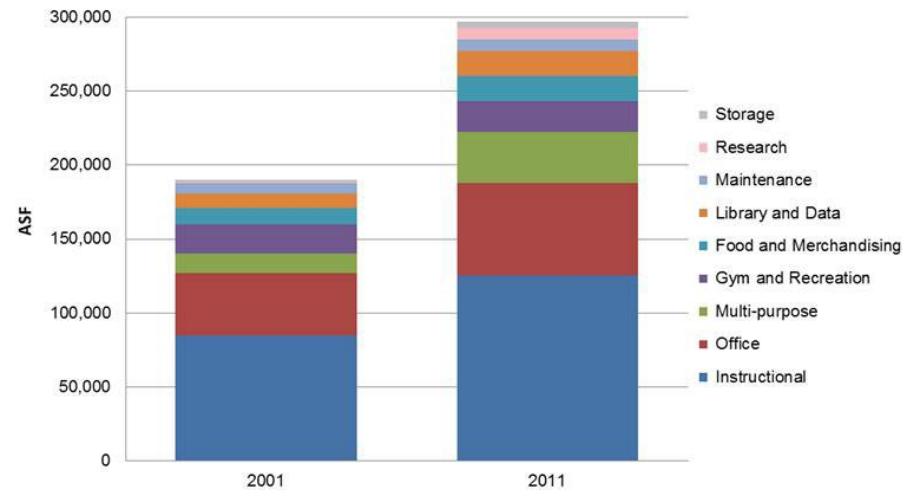
Based on our growth trends, planned academic programs, dual enrollment and transfer options, we anticipate that enrollment at the Newark campus will continue to rise at a similar rate by 2020. This means adding about 1,600-2,000 more students at the Newark campus by then. We will continue to evaluate the impact the growing enrollment at COTC's extended campuses and online courses have on the growth at the Newark campus.

*Does not include students at COTC extended campuses, nor solely virtual students.

Increasing Square Footage and Space Demands

Since 2001, the Reese Center and Warner Library and Student Center have been built increasing our campus gross square foot by 58% and assignable square foot by 51%. These facilities provide us with much needed and improved student support and community space. Instructional space was added with these projects, but at a lower growth rate. With the much needed improvements to our student and community spaces addressed, we will refocus on our classrooms and laboratories.

Our teaching spaces have been strained. Space analysis reveals that we have a demand for smaller classrooms, as about 60% of our courses have enrollments of 24 or less, while 80% of our classrooms have capacities exceeding 24. We also have a need to modernize our teaching spaces and to add space to accommodate enrollment growth. We will need to evaluate the mix of our classroom types and incorporate strategies to best meet the needs of modern teaching practices and technology.

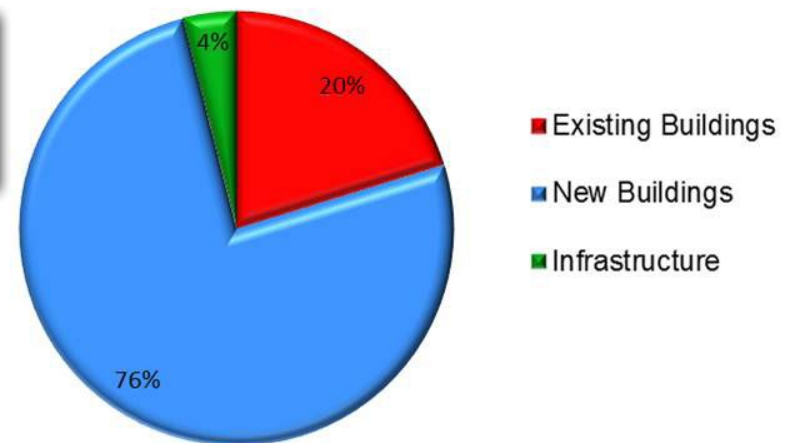


Increase in ASF by Space Type
Does not include COTC extended campuses and the on-campus housing.

Changing Financial Climate

Since 1995 state major capital funding has decreased by 26% (in 2011 \$) and we expect this trend to continue. In this same time period, we have made \$47.6 M in capital investment at the Newark campus. On average, this about \$2.8 M per year. A significant part of this investment was the construction of the Reese Center and Warner Library. The current replacement value of our Newark campus buildings is \$152.2 M. Industry professionals recommend budgeting annually 2% of the CRV to keep building systems functioning. Much like you would budget for upkeep of your house. Based on today's CRV, this means we should budget \$3 M per year for our existing buildings.

CRV = Current Replacement Value:
The amount in today's dollars that it would cost to replace a facility at its current square foot without changing its use or program.

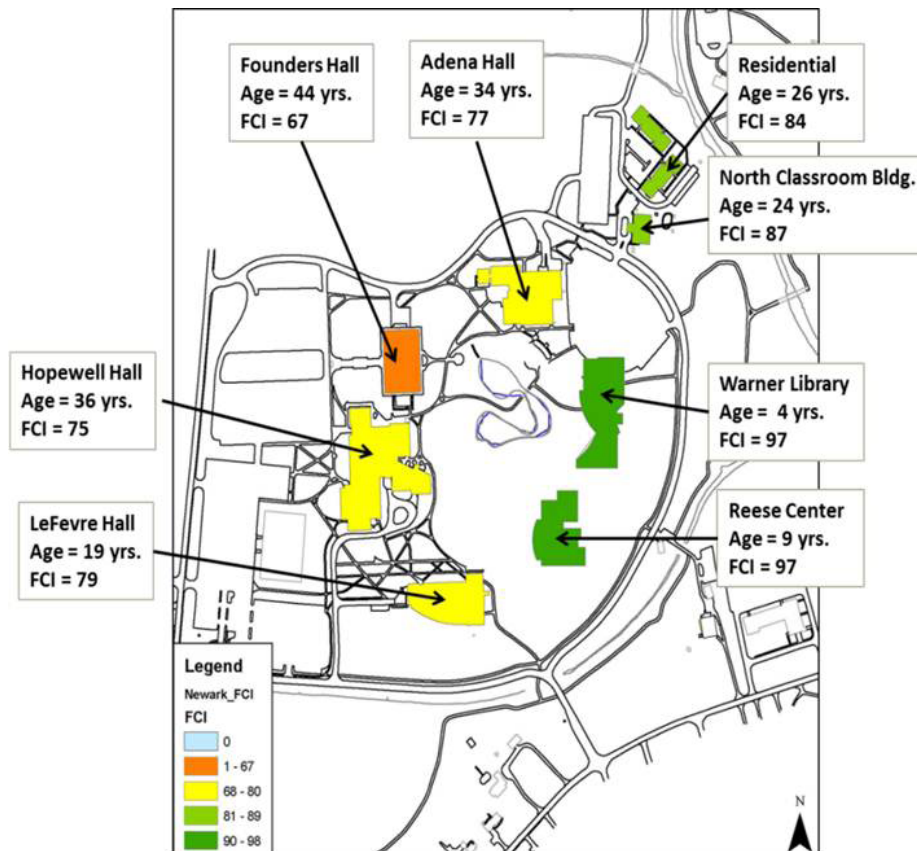


Capital Investment Since 1995

Aging Structures and Changing Facility Conditions

Buildings and their systems go through life cycles as they age resulting in the need for us to make decisions about their future in terms of full reinvestment or replacement. Industry professionals explain that when a building reaches 25-30 years old, decisions need to be made about their future. Depending on the building and its condition, it may not always be best to invest in renovation. The investment to replace the building may be the right long-term decision. The decision about a buildings future directs how investment will be made over the next 10-15 years, at which time the earlier decision about major renovation or replacement is implemented.

Our three oldest structures carry much of our deferred maintenance, represented by lower FCI scores on the map to the left. These buildings are at that point where we need to make key decisions about their future investment.

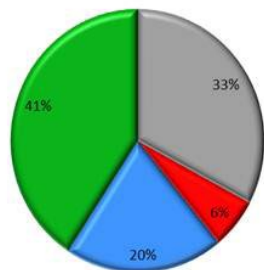


FCI = Facility Condition Index: A metric used to indicate the relative physical condition of a facility. The higher the FCI, the better condition the facility is in.

Land Use

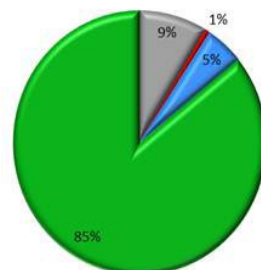
Our campus has land reserves and building capacity available. We have building capacity in the core. As well, about 33% of the state property is undeveloped - not used for buildings, parking, nor civic green spaces such as the Academic Quad, courtyards and recreation fields. This undeveloped property is south of the east-west drainage corridor. While we have a land bank, our land is a limited resource and must be strategically used.

Land we use for recreation and the ball field are owned by foundations. The use and maintenance of these lands is governed by agreements.

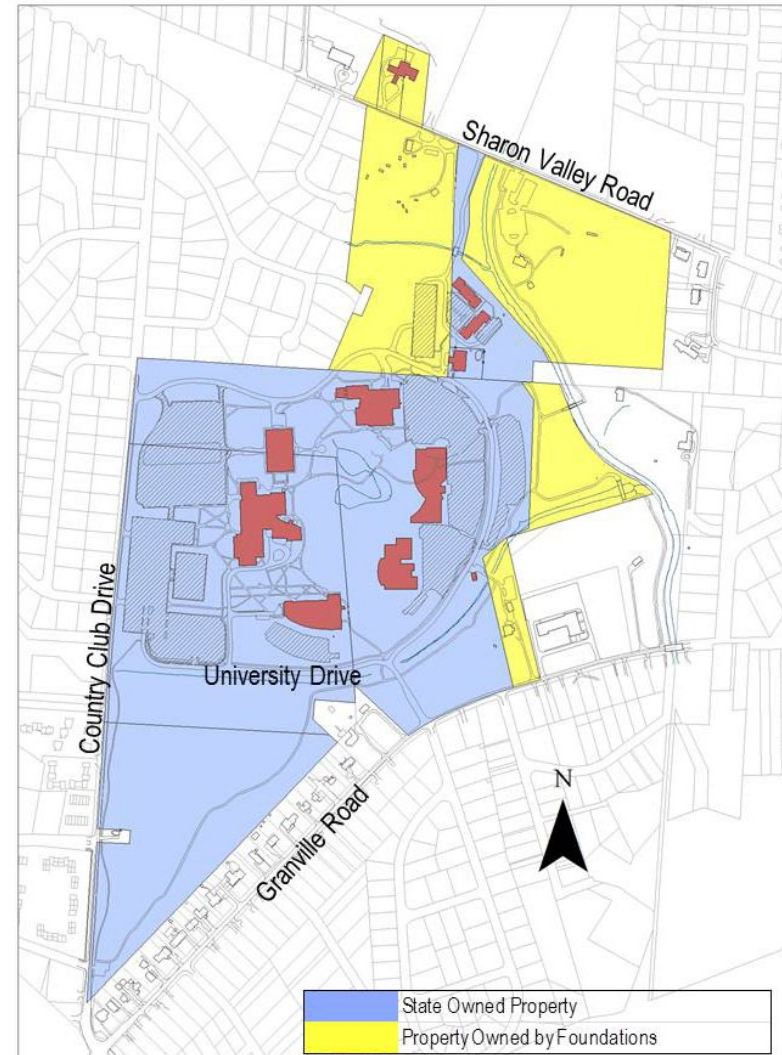


State Owned Property
108 Acres

- Undeveloped
- Building Footprint
- Parking
- Civic Green Space



Foundation Owned Property
51 Acres

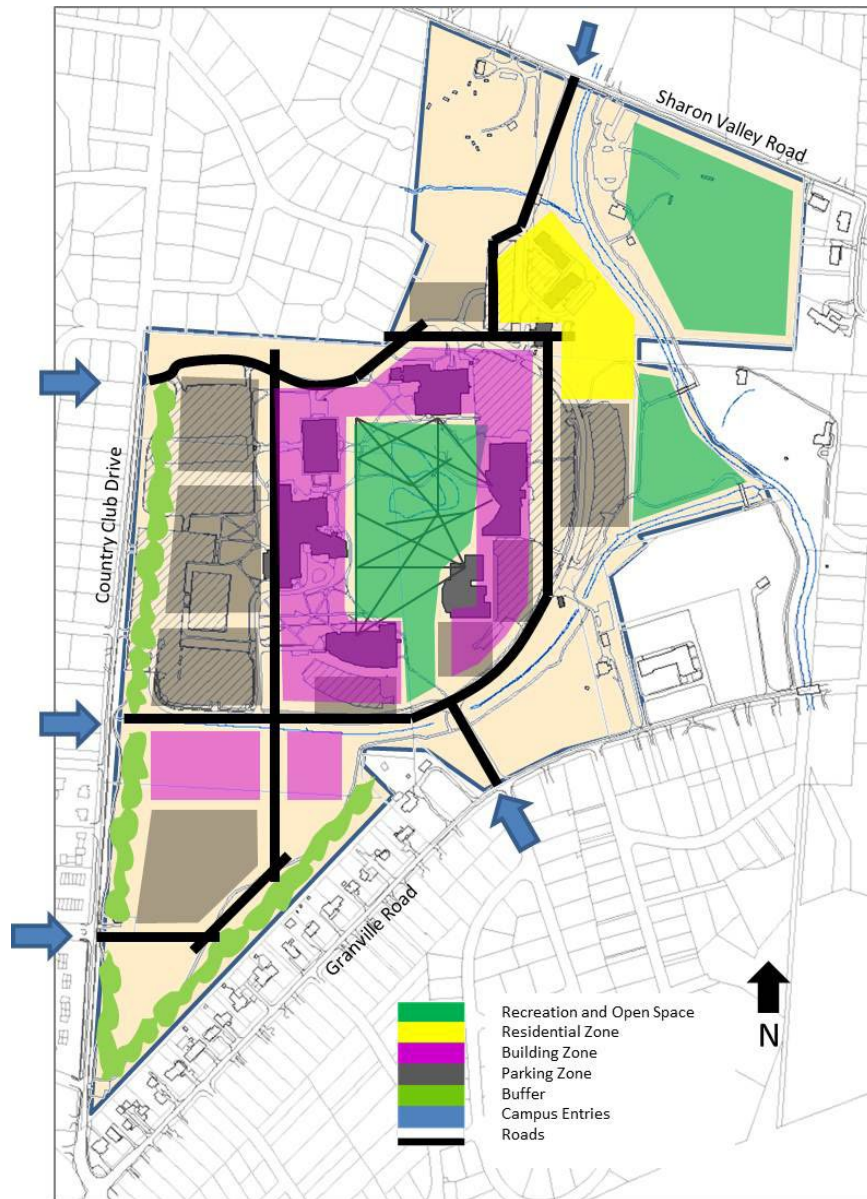


Capacity Analysis

A key issue our campus is facing is enrollment growth. We have grown by 36% in the last decade and expect this trend to continue. To effectively meet our missions and programmatic objectives we must understand the potential campus build out.

Our analysis reveals that building capacity exists through strategic use of our land resources and development practices. Such practices include building multiple stories above grade, further developing our core campus, strategically evaluating building renovation and replacement options, and unlocking the land bank.

We can gain surface parking capacity by reconfiguring the existing lots and developing new ones. However, our surface parking capacity will run out before the scope of the potential building capacity is met. Our initial analysis suggests that this trigger point is about 735,000 gross square foot (not including on-campus housing). The trigger point is dependent on assessing the ideal parking ratio for our campus, the pace of development, parking management strategies, expansion of on-campus housing, and design parameters and implications.



The Framework represents the big ideas and organizing elements of the plan. It embodies our principles and strategies.

Our Framework for the future takes advantage of the many opportunities the physical environment presents us. It allows us to capitalize on our assets, enhance and better our campus, increase the meaning of being part of the campus, advance our institutional missions, and promote our partnership for the betterment of our diverse population of students, faculty, staff and visitors. Our objectives are below.

Framework Objectives - Plan for Campus Growth

- Clarify campus entries and create gateways
- Create visual connections and seam campus together
- Enhance pedestrian circulation and wayfinding
- Improve road system and vehicular wayfinding
- Identify parking zones
- Identify building zones
- Identify residential zones
- Identify recreation zones
- Enhance green space and landscaping
- Unlock land bank
- Incorporate stream and drainage corridors
- Expand bike path
- Continue campus transformation and address deferred maintenance

We have identified the main building, recreation, parking and residential zones. We envision a campus entry and circulation system that improves navigation and wayfinding and provides us with campus gateways. And we seam the campus together across the drainage corridor with a vehicular and pedestrian crossing.

Recreation and Open Spaces

- The beautiful Academic Quad in the center of campus is an identifiable space for campus and visitors alike. We will enhance and further activate it with building development around it and pedestrian amenities within it.
- The stream and drainage corridors contribute to our campus environment and should be integrated into the campus fabric.
- The regional bike path connects us with the community and can be further extended through the campus.
- We can expand campus landscaping and create landscaped buffers.

Parking and Circulation

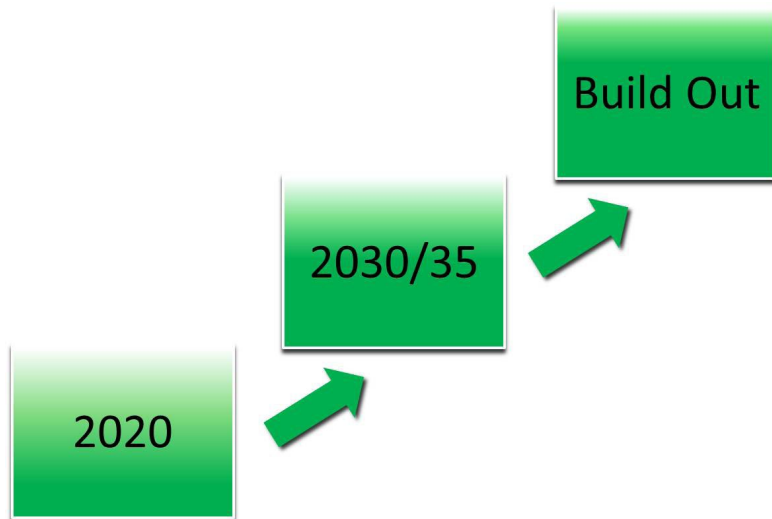
- We can gain parking capacity through reconfiguration of existing parking lots and strategically locating new lots.
- The campus entries can be re-imagined providing gateways, enhancing our campus identity, and improving access and circulation.
- We can improve vehicular navigation through addressing parking, realigning existing roads, and providing new road connections that slow traffic, create a safer environment, and allow buildings to front on streets.
- We can incorporate streetscapes to enhance the pedestrian experience.

Campus Transformation and Development

- Starting as a single building in 1968, our campus has transformed over time. We will continue this transformation to enhance our campus identity and community partnerships, and promote the ability for us to remain competitive.
- We have a land bank in the southern portion of campus. This asset will play an important role in addressing our growth. Crossing the drainage corridor and integrating it into the campus will seam the land bank and the core campus together.
- There is an opportunity to increase residential capacity on campus through residential expansion in the existing residential area coupled with a strong student life program.
- We can address deferred maintenance through strategic investment decisions about our older buildings.
- We can seam together the older and newer parts of campus across the Academic Quad with pedestrian enhancements, visual connections and building materials.
- Enrollment growth creates a need for us to invest in the academic spaces, improve and modernize the learning environment, and right-size our classrooms.

The **Physical Scenario** represents how our campus may change over time to meet our vision.

Several long-term physical scenarios were developed to illustrate how our campus may change to meet our needs, embody our framework principles, and incrementally build toward our long-term vision. One possible physical scenario is illustrated here, however it is not the only possible scenario. We have shown the scenario in strategic phases (to year 2020, to year 2030/35, and beyond 2030/2035 to build out) representing potential time periods for development to occur. This is for illustrative purposes and to reflect first key moves and subsequent steps. Phasing is intended to be flexible so that we may respond effectively to opportunities that arise over time.



In the scenario, new buildings are represented as masses for the purpose of identifying building sites and representing site capacity. They are not intended to represent exact placement nor design. New academic buildings are assumed to be four stories - one below grade and three above grade - for the purposes of illustrating build out capacity. New residential buildings are assumed to be three stories of a similar apartment style model as currently on our campus.

Our objectives for the physical scenario are below.

Physical Scenario Objectives

- Provide space for academic growth
- Modernize the learning environment
- Provide for housing growth
- Provide for service needs
- Address facility conditions and deferred maintenance
- Advance the campus transformation
- Address land resources and sustainability
- Improve definition of the academic quad
- Improve building relationships
- Improve and expand parking
- Provide flexible phasing

Existing Conditions

Below is a graphic of the existing conditions of our campus. There are six main buildings, two residential buildings, and a 6,400 gross square foot (GSF) former day care facility currently being used for classroom space. These buildings total 488,000 GSF. There are 2,371 parking spaces, and three campus entries off Country Club Drive, one off Granville Road and one off Sharon Valley Road. We have a central green space (Academic Quad) with a pond, amphitheater and obelisk. A bike path that is part of the regional system traverses our campus generally southwest to northeast. There is a ball diamond, playground and informal space for outdoor recreation on the adjoining foundation owned land. A drainage corridor runs east-west through the southern portion of our campus and a stream running north-south borders our eastern edge. We currently have 180 beds encompassed in our on-campus housing.



Strategic Phase I (to 2020)

Our first strategic phase is to address the immediate needs that take our campus to year 2020. These needs include addressing our enrollment growth, academic space needs, and right-sizing our classroom portfolio, as well as modernizing our learning environment and adding wellness and fitness programs.

- New academic building in core
- Remove southern addition to Hopewell Hall
- New maintenance building and landscape buffer south of drainage corridor
- Renovate part of Adena Hall for wellness and fitness
- Extend University Drive to Country Club Drive
- Begin parking lot reconfiguration and add lot
- Cross drainage corridor with road
- Add housing
- Begin Academic Quad enhancements

Total GSF = 627,000
Parking spaces added = 500 in reconfigured lots; 800 in new lot
Total parking spaces = 3670
Beds added = 180 Total beds = 360
Planning level cost estimate = \$51 M (in 2012 \$)

- Existing Buildings
- New Buildings
- Renovation



The new academic building is the first key move for our campus. It will help us address our enrollment growth, teaching space needs, and Hopewell Hall deferred maintenance. The general site for this new academic building is in the core campus, west of LeFevre Hall and south of Hopewell Hall. Below is the existing view of the site looking across the Academic Quad. On the following page is a conceptual image of how the view might change.



Before: View across Academic Quad looking southwest toward LeFevre Hall and Hopewell Hall

The rendering below is not intended to illustrate a building design nor specific site improvements. Instead it is intended to convey an idea and feeling of how our campus core may continue to develop with buildings while also maintaining the Academic Quad and providing pedestrian and landscape enhancements.



After: View across Academic Quad looking southwest at new academic building site

Strategic Phase II (from 2020 to 2030/35)

The second strategic phase, from 2020 to 2030/35, is to advance the campus transformation and continue to meet our growth needs.

- Build second academic building in core
- Fully renovate Founders Hall
- Remove remaining Hopewell Hall
- Complete transformation of the western parking lots
- Landscape along Country Club Drive and extend bike path
- Complete landscape buffer on southern boundary
- Complete new north-south road and streetscape
- Realign entry road from Sharon Valley Road
- Pedestrian upgrades to Academic Quad
- Remove North Classroom Building
- Add housing

Total GSF = 714,000
Parking spaces added = 400 in a new lot
Total parking spaces = 4,070
Beds added = 180 Total beds = 540
Planning level cost estimate = \$74 M (in 2012 \$)



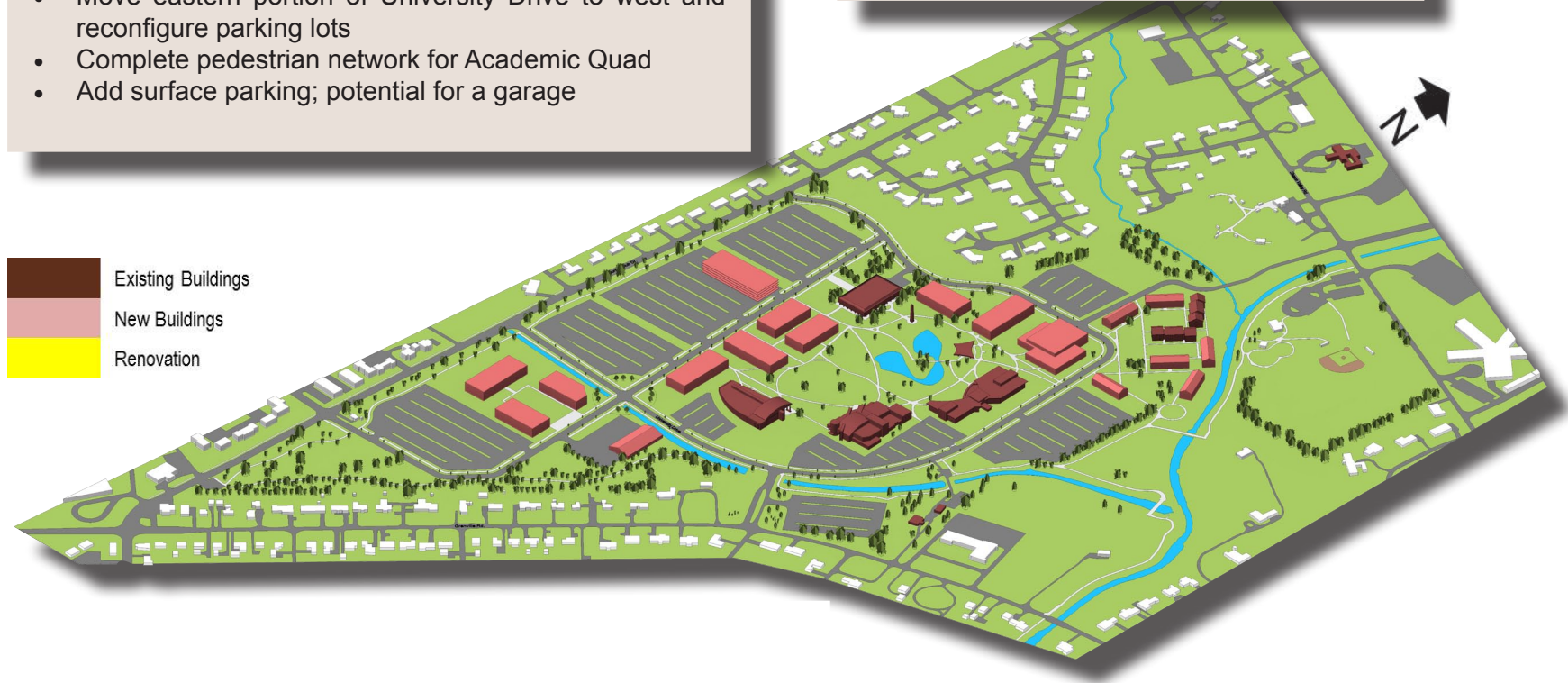
Existing Buildings
 New Buildings
 Renovation

Build Out (beyond 2030/35)

Below illustrates our campus at build out. As noted in our capacity analysis, surface parking capacity will not be able to keep up with the building capacity illustrated here. Several factors impact parking capacity including assessing the ideal parking ratio for our campus, the pace of development, parking management strategies, expansion of on-campus housing, design parameters and implications, and evaluating alternative parking and travel modes. We have provided for an 800 space parking garage (sited in the western parking lots) in this build out to address potential parking needs and evaluate possible locations for such a facility on our campus.

- Build additional academic buildings as needs demand
- Fully renovate or replace Adena Hall (replacement shown here)
- Add housing and complete residential neighborhood
- Move eastern portion of University Drive to west and reconfigure parking lots
- Complete pedestrian network for Academic Quad
- Add surface parking; potential for a garage

Total GSF = 1,430,000
Parking spaces added (net) = 750
Total parking spaces = 4,800
Beds added = 180 Total beds = 720



Existing Buildings
 New Buildings
 Renovation

As our campus develops we will need to address our circulation system, pedestrian routing, and enhance our environment. Campus roads will have streetscapes incorporated, including sidewalks, street trees and pedestrian scale street lighting. A new road is envisioned that will connect from the northern end of University Drive to its southern end, extend south across the drainage corridor and connect to Country Club Drive where Londondale Parkway intersects now. The placement of the roadway will provide a street frontage and address for Founders Hall and other academic buildings as they develop. Below is the existing view of the potential location of the new road looking north from the current LeFevre Hall parking lot. On the following page is a conceptual image of how the view might change.

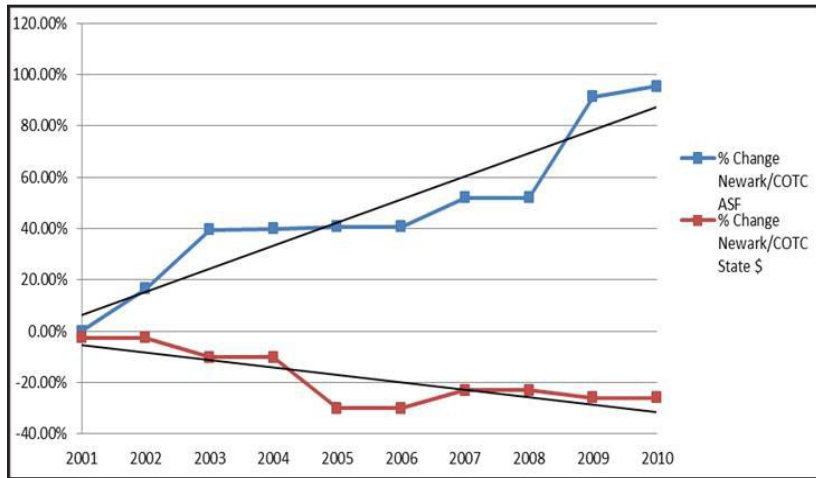


Before: View looking north from University Drive and the LeFevre Hall parking lot

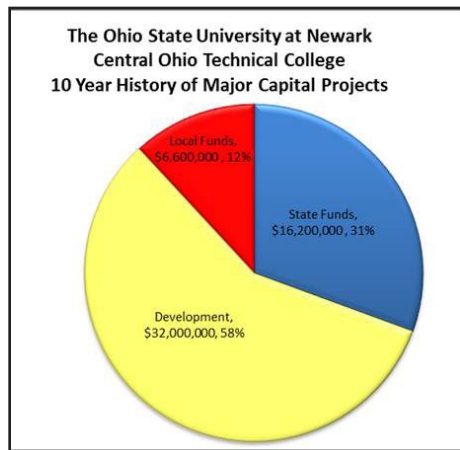
The rendering below is not intended to illustrate a building design nor exact streetscape improvements. Instead it is intended to convey an idea and feeling of how our campus streets may develop with buildings fronting upon them.



After: View looking north from University Drive along new street



Rate of Increase in ASF vs. Rate of Decrease in Major State Capital Funding



Financial Considerations

The state has directly felt the impact of the national economic downturn and so has our campus. State funding for major capital projects has decreased, while we have increased our assignable

square footage to address our growth needs. With the challenges of capital funding, in the last decade we have turned to development campaigns to meet our needs. Our partnerships with the community are of vital importance to our missions.

Our shared cost model allows us to provide maximum quality service and fiscal efficiencies. It is a unique, state recognized model that has served us well and will continue to do so. Both of our institutions have adequate reserves and are debt free providing us with options to consider.

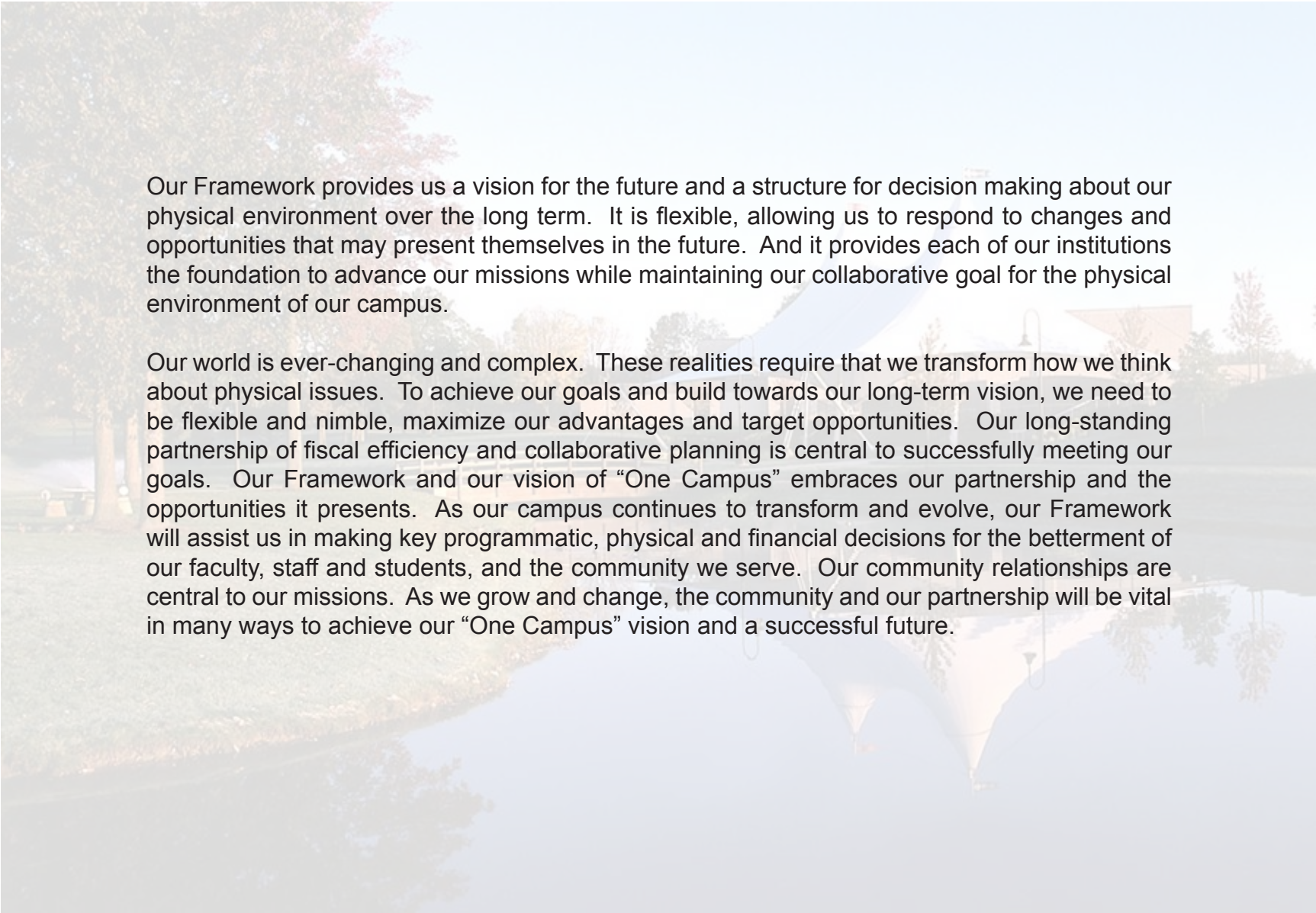
As are many institutions, we are challenged with keeping up with our deferred maintenance and technology needs, maintaining quality programs and the physical campus, and keeping tuition affordable.

Financial Strategies

As we move forward, our Framework sets a solid foundation for financial planning. We need to be proficient in telling our story and justifying proposed projects. We must be flexible in financial planning and look at creatively mixing funding source opportunities. Aligning our needs with the priorities of the state will be important and we must be nimble and ready so we can respond to changes. Our strength is in our partnership and thus we must leverage it in making our case for support.

We should be mindful of the appropriate timing of our development campaigns and keep our needs in front of our supporters. We should look to allow planned giving to become an increasing focus for our campus.

Finally, we will need to evaluate the potential of our local reserves and carefully consider debt financing options.



Our Framework provides us a vision for the future and a structure for decision making about our physical environment over the long term. It is flexible, allowing us to respond to changes and opportunities that may present themselves in the future. And it provides each of our institutions the foundation to advance our missions while maintaining our collaborative goal for the physical environment of our campus.

Our world is ever-changing and complex. These realities require that we transform how we think about physical issues. To achieve our goals and build towards our long-term vision, we need to be flexible and nimble, maximize our advantages and target opportunities. Our long-standing partnership of fiscal efficiency and collaborative planning is central to successfully meeting our goals. Our Framework and our vision of “One Campus” embraces our partnership and the opportunities it presents. As our campus continues to transform and evolve, our Framework will assist us in making key programmatic, physical and financial decisions for the betterment of our faculty, staff and students, and the community we serve. Our community relationships are central to our missions. As we grow and change, the community and our partnership will be vital in many ways to achieve our “One Campus” vision and a successful future.

William MacDonald	Dean and Director, Ohio State Newark
Bonnie Coe	President, Central Ohio Technical College
Paul Sanders	Associate Dean, Ohio State Newark
Richard Prystowsky	Vice President for Academic Affairs, Central Ohio Technical College
David Brillhart	Director of Business and Finance, Ohio State Newark Vice President for Business and Finance, Central Ohio Technical College
Brian Boehmer	Superintendent of Facility Operations, Ohio State Newark and Central Ohio Technical College
John Berry	Vice President for Enrollment Management and Student Affairs, Central Ohio Technical College Director of Student Life, Ohio State Newark
Jackie Parrill	Vice President for Institutional Planning & Human Resources Development, Central Ohio Technical College Director of Human Resources, Campus Relations & Planning Support, Ohio State Newark
Jeremy Pursley	Space Management Coordinator, Ohio State Newark and Central Ohio Technical College
Margaret Trim	Faculty, Central Ohio Technical College
Adrian Rodgers	Faculty, Ohio State Newark
Laraine Tumblin	Student, Ohio State Newark
Nicholas Stone	Student, Central Ohio Technical College
Faye Bodyke	Senior Project Manager, Facilities Design and Construction, Ohio State
Brenda Slack	Project Manager, Physical Planning and Real Estate, Ohio State