Overview

Demonstrating its commitment to access, Central Ohio Technical College has three branch, or extended, campuses within its service area. These campuses enable the College to provide area residents with convenient access to education and fulfill its mission to meet the technical education and training needs of students and employers in the area. COTC’s extended campuses provide increased access to academic programs for area residents and increased workforce development initiatives serving area employers within the College’s service district that includes Licking, Knox, and Coshocton counties. The extended campus sites often serve as a host to a number of community programs, events and meetings. By housing such, the College is increasing exposure to the facilities and the learning opportunities that exist on each campus.

The provision of associate degree programs locally in these communities increases access by decreasing the travel burden of students who reside in these areas. The Coshocton Campus is 39 miles (50 minutes) northeast of the Newark Campus, the Knox Campus is 25 miles north (40 minutes) of the Newark Campus, and the Pataskala Campus is approximately 15 miles west (24 minutes) of the Newark Campus. Although relatively close to the Newark Campus on the western edge of Licking County, Pataskala is experiencing significant population growth in recent years due to its proximity to Franklin County, which is home to Columbus, Ohio. Locating the campus in Pataskala has resulted in convenient access to higher education in this high growth area.

Students living in the outlying area are able to remain close to home and work or raise a family while locally completing a degree. COTC’s extended campuses also stimulate economic development in these areas and relieve some space constraints on the Newark Campus by drawing students to these locations.

Implementation of the State’s 2015 initiative, College Credit Plus (CCP), has positively impacted COTC’s extended campuses, making them even more relevant to the communities they serve. Offering the opportunity to middle and high school students to access college courses, CCP allows students to take classes on a college campus, at their middle or high school, or online. More than 2,000 students from 80 different schools participated in the CCP program at COTC during the 2016-17 academic year, many choosing to do so at an extended campus based primarily on its proximity. Diminishing programming in local school districts, many in rural areas, heavily influenced the decision of many students to pursue higher level courses made accessible through CCP and available at a COTC extended campus. Ranging from one course to
a degree completion pathway, the extended campuses offer flexible programming, convenient class schedules and an opportunity for CCP students to get a jump-start on a pathway toward a college degree that may not have been possible without a local college.

The Workforce Development Innovation Center (WDIC) offers a comprehensive constellation of customized training and workforce-focused programming and certification options to the business communities in the extended campus service areas. While such programming can be offered at the site of the industry partner, it is more common to offer the training directly on the extended campuses. There are also workforce development consortia in each of the communities served which meet at the extended campuses, often delivering programming as well. Further, relationships are in play with area chambers of commerce and Ohio Means Jobs/Job and Family Services agencies, with training delivered in tandem with such partners on the extended campuses.

Through the WDIC, industry workforce alliances and industry sector partnerships are heightened. Business Retention and Expansions (BREs) are often conducted at the extended campus sites, engaging business leaders in discussions relative to forecasting the needs of employers, asking them to identify their most urgent workforce needs and how they see their workforce needs evolving over time. Through cooperative efforts and by utilizing a solution strategy approach, the WDIC helps Ohio workers develop the skills they need for job advancement, procurement and retention. Programming is designed to align with Governor Kasich’s goal for Workforce Development: “to create a plan that is driven by the needs of business, adaptive to change, and responsive to the current and future demands of employers, of workers, and of individual Ohioans.”

After offering classes locally for more than 20 years, COTC opened a permanent Coshocton Campus facility in 2003, and later moved to what is now Montgomery Hall in 2008. Centrally located in historic Roscoe Village, the former inn was transformed by COTC into a state-of-the-art, full-service educational facility which includes 15 classrooms, laboratory space, a lecture hall, nursing lab, distance learning classroom, community room, and Gateway (admissions and advising) offices. With no other local access to higher education or adult career center available, COTC provides area residents with the gateway to degree programs such as Human Services, Business Management, Digital Media Design, and Nursing. Additionally, Montgomery Hall serves as the only GED testing site in Coshocton County. This engaged and active campus is characterized by small class sizes, personal attention, and a particularly strong community connection. COTC annually partners with neighboring Roscoe Village during community events and festivals. The Coshocton Chamber of Commerce is housed in Montgomery Hall, and numerous local organizations take advantage of the facility’s high-quality spaces and convenient location. Built upon a durable foundation of outstanding community support, COTC’s Coshocton Campus is an educational, cultural and community hub for the City of Coshocton and surrounding rural Appalachian population.
Classes have been offered in Knox County since 1986. The Knox Campus, located in the heart of quaint downtown Mount Vernon, opened in 2008 as COTC’s second full-service extended campus. The renovated movie theater, now known as Ariel Hall, was awarded the prestigious LEED Gold Certification and houses classrooms, a lecture hall, student lounge, distance learning classroom, and Gateway services. The high-tech facility has gained a respected reputation for health sciences, in particular, and also includes a state-of-the-art manufacturing engineering technology lab. Business Management and Accounting are other sought-after programs. Ariel Hall’s central location and convenient parking are just steps away from downtown goods and services. A partnership with Knox County high schools, known as the Knox County Initiative, allows participating students to earn credit toward both a high school diploma and an Associate of Science degree from COTC. Additionally, the College U program with the Knox County Career Center can lead to an associate degree in business from COTC. The Knox Campus has benefited from tremendous philanthropic community support and maintains close ties with the community, regularly participating in Knox County Chamber of Commerce activities and other community events. Recognized for its friendly and welcoming staff, the Knox Campus has developed a strong reputation for striving to understand the particular needs of its largely rural student population.

Located close to the Columbus metropolitan area just west of Pataskala, COTC opened the Pataskala Campus, its third permanent, full-service extended campus, in 2010. Serving a highly diverse student body representing many school districts, the Pataskala Campus offers access to affordable higher education for the growing populations of eastern Franklin and western Licking Counties. It is the home of COTC’s Institute for Public Services and Safety, which includes the Law Enforcement, Basic Police Academy, Criminal Justice, Fire Science, Emergency Medical Services, Forensic Science, Early Childhood Development and Human Services programs. COTC began offering classes in the Pataskala area in 2006, and, due to high demand, continues to utilize additional off-campus, local classroom space. The Pataskala Campus has grown to become a regional site for additional educational offerings, including COTC’s Lifelong Learning Institute, ESL classes taught by the Career and Technical Education Centers of Licking County, and the Licking County Library in a Box automated library. A local partnership with Performance Training Solutions supports COTC’s Heavy Equipment Operation program, and a partnership with the nearby Ohio Fire Academy supports the College’s Fire Science program. Both partnerships enable the College to offer students convenient access to highly specialized, hands-on training. Additionally, a strong partnership with Ohio Dominican University provides accessibility for students to continue their education in this part of COTC’s service area.

Growth at the Pataskala Campus currently is constrained by the limitations of the physical facility. The College’s leadership team is preparing to embark on a comprehensive master planning process that will include key stakeholders, site selection and program expansion
planning leading to a capital campaign and ultimately to construction of a new facility within the Pataskala community.

**Operational governance and oversight**

COTC’s extended campuses operate under a management model based on ensuring high levels of local focus, accountability and autonomy. This model treats each extended campus as a discrete business unit with academic and non-administrative support staff directly accountable to their central unit/college-wide management. The business-unit approach is designed to empower each campus to respond effectively to its market, maximize the student experience and contribute to its community, while minimizing operating costs through the efficient sharing of resources.

The matrix-inspired organization maintains functional line authority and results in a flattening of the organization, reducing the need for duplicate administrators on all campuses. College vice presidents and directors have district-wide responsibilities for their areas’ functions at each of the extended campuses. The Vice President of Academic Affairs and the academic deans/directors are responsible college-wide for academic programs, handling all issues affecting delivery of curriculum and instruction, such as new program requests, suggestions for program closure and personnel matters. Within their programmatic areas, they are responsible for coordinating faculty, strategic academic planning, ensuring curriculum quality, establishing productivity levels and standards, and budget planning for all campuses.

Similarly, the Director of the Gateway provides direction and oversight for advising, admissions, and records at each of the extended campuses. The Vice President for Business and Finance is responsible for tuition and fee payments and financial aid disbursement at all COTC campuses. Working from the Newark Campus and as part of the managed services agreement with The Ohio State University’s Office of the Chief Information Officer, the Director of Information and Technology Services supervises the administrative and academic computer systems for all campuses. Facilities, Human Resources, Marketing and Public Relations, Development, and Business Office support are additional examples of central campus support areas that are delivered to the extended campuses, with accountability remaining with the college-wide directors for those areas.

However, each extended campus also has a local board that serves in an advisory capacity to the President. Their primary purpose is to ensure a relationship between the College and the community it serves by assisting in maintaining key relationships with external constituencies and offering advice and guidance, as appropriate, about its campus’s strategic plan and long-range planning for the College. Each advisory board consists of nine members who are appointed by the COTC Board of Trustees in consultation with the President. Members are appointed for
staggered terms of three years and may serve no more than two terms consecutively. The boards meet four times per year.

The Vice President for Workforce Development, Community Affairs, and Extended Campuses serves as the principal liaison between the extended campuses advisory boards, local business and industry, and the College’s district-wide management. This vice president is responsible for heightening the awareness of, and continuing to create, new opportunities for participation on each of the campuses. The vice president provides college leadership with strategic perspective related to all of the extended campuses to ensure their financial viability and growth by working in close collaboration with the Offices of Academic Affairs, the Gateway, Student Life, Business and Finance, and Development.

This overall matrix-inspired approach contributes to a college-wide esprit de corps and sense of collegiality, and supports multi-campus collaboration and coordination. It allows the College to employ standardized college-wide systems and processes designed to deliver the College’s best practices across all campuses in a cost-effective, sustainable way. Effective delivery revolves around three principles— guidance from a central leadership team, support from a central support team and implementation by local campus teams. Support services, such as admissions counseling and academic advising, are provided locally at each of the extended campuses in order to provide highly responsive services to students.

**Process for assuring and improving educational quality**

All of COTC’s campuses offer courses in educational programs leading to a degree, certificate or other recognized educational credential. All academic offerings remain under the supervision and control of the academic leadership team on the Newark Campus, which is led by the Vice President for Academic Affairs. The academic deans/directors for the individual program areas hire all faculty, and schedule and staff classes in their areas, no matter the location of instruction. Curriculum, syllabi, evaluation and assessment are the collaborative responsibility of the academic leadership and faculty of the College, and are consistent with overall college practice. Textbooks used in classes at the extended sites are the same as those used on the Newark Campus.

The academic programs at the extended campuses are held to the same standards as at the Newark Campus. The College utilizes both direct and indirect measures to document achievement of expected outcomes. Indirect measures include graduate and employer surveys and tracking of graduate placement rates in the field. Additional assessment methods include clinical, internship, and practicum experiences. Direct measures such as specific tests, projects and course-embedded assignments are utilized as appropriate to determine student success, as well as to determine students’ strengths and weaknesses.
Instructional and student support services at the extended campuses are evaluated in the same manner in which all instructional and student services are evaluated. Specifically:

- Courses and instruction are evaluated by students under the leadership of the Vice President for Academic Affairs
- Faculty are evaluated by COTC administration and students
- Enrollment and retention data are used as a measure of assessing outcomes
- Graduation rates; placement rates (including starting salaries); and clinical, internship, and practicum experiences are used to help assess expected outcomes

COTC believes that continuous assessment of student learning is vital to the quality of education provided for students; therefore, all academic programs have a formal plan for assessment activity. These assessments include formative and summative assessment tools; performance objectives and competencies at the College, program and course levels; and direct and indirect measures. Annual reports of program assessment activity are used to ensure student learning and, in the service of continuous improvement, to revise curriculum, pedagogical methods and other aspects of the College’s educational environment that affect student learning.

Institution-level assessment is undertaken for both internal improvement and external accountability. Assessment of student learning is included in the institution’s overall plan of assessment through a multi-tiered program review process. Programs are reviewed on a three-year rotating schedule. In addition to the evaluations of faculty, financial and student support concerns, program reviews include an evaluation of the program’s learning outcomes and assessment plan. These items are assessed for their relevancy to the core competencies identified by the College. Once their relevancy has been confirmed, the review then checks the appropriateness of the learning outcomes and assessment methods for the specific program of study. Various resources are used during this process, including input from the academic advisory committees, student surveys and employer surveys. Program faculty meet with the Student Learning Assessment Steering Committee (SLASC) to provide a verbal report of the findings of the review. This roundtable discussion with all involved program faculty, SLASC members and academic leadership serves as a mechanism for open dialogue of strengths and opportunities for improvement, as well as allowing faculty to gain ideas for program improvement.

The College strives to maintain uniformity of assessment and evaluation among its various locations. The SLASC oversees both course- and program-level assessments. It also ensures that the proper data are collected and analyzed, and that these analyses are applied to the development of continuous improvement plans college-wide.
Each academic area or technology (e.g., Behavioral Sciences, Radiologic Science, Digital Media Design) submits to SLASC its assessment plan, which includes key learning outcomes. Regardless of where classes are offered, these outcomes are achieved through coursework and measured by quizzes, exams, papers, projects, portfolios and other student products. Key academic leaders such as deans and lead faculty members, coordinate efforts among all faculty—both full- and part-time on all of the campuses—to help ensure curricular and assessment consistency.

Assessment findings are reported both internally and externally, including external agencies that accredit various programs of study. Each academic area or technology must submit an Annual Assessment Report, which lists the program learning outcomes examined during the course of the academic year and discusses the ways in which “assessment data for all courses (at all campuses)” are analyzed. COTC’s faculty are continually engaged in measuring student learning outcomes and program effectiveness to improve the quality of education provided for students. Part-time faculty at the extended campuses and full-time faculty who teach at multiple locations and online are actively engaged in this unified, comprehensive assessment process.

**Resource allocation**

The College has the physical infrastructure sufficient to support its operations across all locations. The physical structures are maintained within a preventative maintenance plan, reviewed for upgrades and assessed for capital improvements on an annual basis. The annual capital planning process occurs in conjunction with the annual budgeting process to ensure sufficient resources for both. These maintenance and planning processes are consistent across all campuses.

The extended campuses are part of a robust network infrastructure that provides access to all central IT systems located in the Data Center at the Newark Campus. This ensures that the same technology systems and tools used at the Newark Campus are available at all campus locations. Multiple computer labs and technology-enhanced flex classrooms are available to all students at these locations.

Enhanced AV/Multimedia equipment and electronic teacher stations are in place at all extended campus classrooms. In addition, each extended campus has a dedicated video conferencing room so that students can remotely attend classes that may only be offered in Newark. The use of these advanced IT systems allows all students to experience a robust technological classroom and lab environment that enhances their learning experiences.
Evaluation and planning

COTC uses strategic planning to drive institutional change and plan for continuous improvement. As part of its strategic planning framework, the College incorporates environmental scanning, strategic focus areas and initiatives, action plans, budget group leaders, and key performance indicators as means to involve internal and external stakeholders, departments and staff. In addition, budgetary decisions are linked to the College’s planning efforts.

The College also uses a number of surveys, such as the Community College Survey of Student Engagement, the Buffalo Noel Levitz Employee Satisfaction survey, an employer survey, and a graduate survey to identify areas of focus for continuous improvement.

The Vice President for Workforce Development, Community Affairs, and Extended Campuses plays a critical role in the strategic planning for the extended campuses. As the primary liaison to the extended campus advisory boards, the Vice President represents all of the extended campuses on the College’s Strategic Planning Council. The Council is the decision-making body that coordinates the College’s strategic plan by identifying new initiatives and monitoring the progress towards the completion of established priorities and objectives.

Staffing

Working closely in collaboration with the Offices of Academic Affairs, Student Life, Development, and the Gateway, the Vice President for Workforce Development, Community Affairs, and Extended Campuses provides strategic leadership to all of the extended campuses to ensure their financial viability and growth. The vice president serves as the principal liaison between the institution and business and industry, as well as to the extended campus advisory boards and groups external to the College that are instrumental to the development of each of the College’s service areas. Additionally, the Vice President is charged with heightening the awareness of, and continuing to create new, opportunities for participation on each of the campuses. The Vice President reports directly to the President and serves on the Executive Leadership Team.

Each of the extended campuses has appropriate administrative and support staff. Extended campus employees directly report to their primary department. The centrally-based directors and managers of department such as Facilities and the Gateway work with campus-based staff to coordinate operations and activities at each of the extended campuses. Each campus has a Gateway office that serves as the local home for the Offices of Admissions, Academic Advising and Records. These local offices are focused on providing high-quality, personalized services to students, and are staffed with two advisors and an admissions representative. Campus-based
Facilities staff includes a Building Supervisor and an Assistant Supervisor. Additionally, each campus has a Student Success Liaison that is responsible for providing guidance and support to faculty, staff and students concerning the Center for Student Success, the Testing Center, and offices within Student Life.

All courses at the extended campuses are taught by credentialed full- and part-time faculty who are selected in accordance with college-wide standards. Both the Knox and Coshocton campuses have one faculty member assigned full-time to each respective campus.

**Services**

Student support services, including admissions, advising, counseling, disability services, registration, financial aid, fees and deposits, library services, tutoring, and bookstore services are available to students at each of the campuses. Individual support areas housed at the Newark Campus extend their departments’ services to the extended campuses, providing a full-service approach at each campus.

Gateway (Admissions, Advising, and Records) services are provided onsite at each of the campuses. Orientation sessions for new students are conducted at every campus each semester. Each extended campus is staffed with academic advisors and admissions representatives who directly serve students at each campus. In many cases, these employees serve as liaisons to and as a first point of contact on the campus for other departments providing services that are based in Newark. For example, Gateway advisors assist students with preliminary financial aid questions, provide veterans support, and serve as liaisons for the Office of Fees and Deposits.

To ensure extended campus students receive the guidance and counseling they need to complete the financial aid process, the Newark Campus Financial Aid staff provide training to the extended campus staff on the basics of the financial aid process. They serve as liaisons between the student and the Office of Financial Aid in Newark. In addition, the Financial Aid team provides updates to all Gateway staff including extended campus staff via email and by attending Gateway meetings. To add to the extended campus staff’s ability to answer financial aid questions, the Director of Financial Aid has authorized extended campus staff to have access to student self-service and specific financial aid screens in Ellucian Colleague. They can view what a student sees related to their financial aid status and in many cases can problem solve basic financial aid questions and issues without having to contact the Office of Financial Aid. Extended campus staff can accept financial aid verification documents on their campuses and are trained to do a basic review of the documents to ensure completion of the forms. Extended campus staff can assist students in completing loan steps as well as satisfactory academic progress (SAP) petitions. These forms also require an academic advisor signature, so they have been trained on the basics of the SAP policy. Finally, the extended campus staff can cover the
The Office of Fees and Deposits manages student billing, account refunds and various other related services. The majority of related functions such as viewing account statements, paying on student accounts and signing up for direct deposit are all done via my.cotc – Student Finance Self Service. All COTC students have access to the Student Finance Self Service page to view and manage these options. Additionally, advisors at each extended campus location receive annual training from Fees and Deposits staff regarding student billing and account management. Typically, those individuals can answer questions students may have related to their student accounts. The extended campus locations can also accept check or credit card payments for tuition and fees should students prefer not to pay online. All students receive the same billing information and reminders throughout the term, regardless of campus location. Students may also turn in paperwork to the extended campus locations to be forwarded to Fees and Deposits for processing.

The College has outlined a service delivery plan for students at the extended campuses to receive exceptional academic support through the Center for Student Success. Support services include the Communications Resource Center, the Learning Specialist, the Math Learning Center, the Testing Center, and Tutoring Services. A Student Success Liaison is assigned to each extended campus, providing information and coordination with students, staff, and faculty at each location. Significant work is dedicated to proctoring make-up exams, exams for students with accommodations from Disability Services, placement exams, video-conferencing exams, ATI TEAS, and distance learning exams; visiting classrooms and participating in new student orientations to provide information about campus resources; communicating regularly with campus advisors, the testing center coordinator, faculty and staff; and coordinating tutoring services on their campus. The Student Success Liaison serves as a liaison on behalf of the Student Life offices as well, with significant work in the area of the Office for Disability Services.

Upon request, students from the extended campuses can meet face-to-face with the Learning Specialist at their preferred location. In addition, students also receive synchronous support via phone and web meetings and asynchronous assistance via email. The Learning Specialist also provides online access to learning workshops via the StudentLingo platform and the web.

The Office of Disability Services works with students, including CCP students, who have any identified disabilities and those who may need to be diagnosed. Referrals come from outside sources, faculty and staff, but students may also self-identify. Students may contact the Disability Services office directly or work through the Student Success Liaison or advisors at the extended campuses. Disability Services staff will travel to the extended campuses and high school
campuses, work remotely to meet with students, or meet with students in Newark. Extended campus testing accommodations and use of adaptive technology are handled by the Student Success Liaisons with support from the Newark Disability Services office.

Veterans’ services are provided centrally from the Newark Campus. The Veteran Affairs Coordinator, located on the Newark Campus, receives notice from prospective students of their interest in attending COTC. The Coordinator emails the lead advisor in the Newark Campus Gateway and the certifying official in the Newark Campus Office of Financial Aid with the prospective student’s information, copying the prospective student. Prospective students who are veterans at an extended campus are processed through an advisor there with all VA benefit information going to the certifying official. The prospective students are also informed of the role of the Disability Services office.

Counseling Services are provided to all students on the extended campuses. Counselors come to the extended campuses by appointment at the student’s request, and provide one-hour sessions on a regular basis, providing the same level of care offered on the Newark Campus. Consultation is also offered to faculty and staff members in the same manner.

Students at the extended campuses may receive assistance in selecting a program of study or career path by utilizing the FOCUS 2 Career Assessment tool available through the my.cotc portal or Career Development website. Students seeking to discuss their results are encouraged to connect with the Career Services Office to review their results and formulate their individual career goals. Example resumes for each COTC program of study are available through the my.cotc portal. Students are strongly encouraged to submit their resumes to the office for review and comment. Students at extended campuses have access to the College’s electronic job board administered by College Central Network (CCN). Through this site, students may review career and experiential opportunities posted to the College. A range of career development help guides and announcements of interest can be accessed through the CCN system 24 hours a day, seven days a week.

Students on the COTC extended campuses are eligible to participate in all student organizations recognized by the Office of Student Life, as well as any events sponsored by the office. While the majority of student organizations historically have been housed on the Newark Campus, extended campuses have supported student organizations in previous years. If students are interested in participating in student organizations, they may contact the organization’s leaders for further information about meeting times and potential open leadership positions. Student Life maintains a list of currently registered organizations on the Get Involved website. In addition, if students would like to start their own student organization, regardless of campus location, the website includes instructions on the process.
If students should have a complaint, concern or experience they would like to bring to the institution’s attention, they may do so by completing the “Student Concern Form.” Once the form is submitted, depending on the nature of the concern, the student will receive follow up contact from either the Office of Academic Affairs or the Office of Student Life. All concerns will be investigated and addressed in a timely manner, and all information pertaining to the nature, response and outcome of the complaint will be tracked in the Office of Academic Affairs.

Library resources are provided for students at COTC’s extended campuses. Each campus houses select reference books, reserve materials and several periodicals received on a subscription basis. All of these materials are selected to support courses taught at each individual campus location. Additionally, each campus is an OhioLINK (Ohio Library and Information Network) pick-up location. OhioLINK is a state-wide consortium of Ohio’s college and university libraries, serving faculty, students, staff and other researchers by means of a library catalog system of over 46 million items, more than 100 electronic research databases, 100,000 e-books, over 24 million electronic journal articles, thousands of images, videos and sounds, and over 58,000 theses and dissertations from Ohio students, with a delivery system to its member library locations. Each campus has connectivity to these OhioLINK resources as well as access to locally created informational material to instruct students on available library services. On each campus, computers and a printer are available for student use. Librarians and staff at the Newark Campus provide online library reference service to extended campus students, faculty and staff via e-mail, instant messaging and text messaging. Librarians also travel to all COTC extended campuses to provide in-person library instruction at the request of teaching faculty. Interlibrary Loan services are available to extended campus students, faculty and staff via the Newark Campus library web interface. In addition, students may use the facilities of the public libraries in each of the communities. IT support for the extended campuses uses a decentralized approach that is managed by the Help Desk. Remote troubleshooting tools are used to provide timely resolution of computer issues. In addition, PC Technicians from the Newark Campus visit each location on a weekly basis to take care of issues that cannot be resolved remotely.

IT support is also augmented by student employees who work for the department and they are onsite an average of 25 hours per week. In addition, the facility staff on each extended campus is trained on the technology tools that are used in the classrooms and labs, thereby allowing them to provide onsite support as needed. This type of multifaceted IT support structure allows for the timely support of students and ensures that their educational technology needs are met.

Bookstore services are provided as part of the College’s cost-sharing relationship with The Ohio State University at Newark. As a result of this relationship, the College utilizes Barnes & Noble College to provide all required academic material, school supplies, laptops, uniforms, logo items, additional products and services, tailoring their offerings to meet the needs of the College’s student and administrative population. By partnering with Barnes & Noble College, COTC is
able to leverage their vast offerings in regards to text-book options and affordability. The options include but are not limited to the country’s largest used book inventory, rental program, and collection of digital textbook options that can be accessed through COTC’s learning management system on Barnes & Noble College’s award winning platform, YUZU. The bookstore currently offers multiple options for book and supply purchasing. Products can be ordered through an online system with pickup available at all four campuses or shipped for home delivery. Students can also stop in the bookstore for assistance in getting all their required academic resources in a one-stop shop. For the extended campuses, distribution and pick-up locations are provided for a three-week period each semester in conjunction with their online ordering system and in partnership with the extended campus testing centers. Additionally, the bookstore and its online operations are integrated fully with COTC’s financial aid system.

Safety and security services, parking permits and student ID cards are provided to extended campus students on site. The campus Facilities staff serve as first responders and are trained to perform CPR, administer Narcan and use the AED defibrillators. They also provide student escorts and jump car batteries. To obtain a parking pass, students fill out parking permit requests and are provided parking tags by advisors at each of the campuses during new student orientation. The campus advisors take photos for college ID cards, which are then sent to the Newark Campus Public Safety Office at the end of the week. The ID cards are provided to the extended campuses the following Tuesday via the campus courier. The advisors then email the students when their IDs are available for pick up at the Gateway front desk at their convenience.

Extended campus students, faculty and staff members are covered by the same alert notification system as the Newark Campus. All COTC members receive the same emergency alert information regardless of location. Full alerts are made for weather, and catastrophic emergencies are made by text and email. Administrative information alerts are sent via email.

Each COTC extended campus has upgraded its video technology by expanding the numbers and locations of security cameras. The cameras can be monitored remotely at the Newark Campus Public Safety Office on a 24/7 basis.

While none of COTC’s extended campuses have full dining service capability, they are each equipped with cold beverage, hot beverage and snack vending machines via the College’s vending agreement with AVI Food Systems. This agreement is provided as an extension of the agreement currently held with The Ohio State University which is made possible via the cost-sharing agreement. Participating in this agreement affords the College additional revenue as greater commission percentages on net sales are leveraged due to the combined number of machines on the agreement. In addition to the vending options provided within each campus facility, there are restaurants and fast food establishments within walking distance of each. Local
businesses in each community are utilized to provide catering services when special events are held at each campus.

**Budget and revenues**

The functional management structure inherent in the matrix is accompanied by a functional budget. Budgets are managed centrally for each functional area (i.e. academics, Gateway, Marketing and Public Relations, Facilities, Information Technology, and capital). Additionally, the Vice President for Workforce Development, Community Affairs, and Extended Campuses maintains a small, centralized budget for the extended campuses for events and community affairs-related matters.

Each year, a budget is created for each campus that includes enrollment projections, state funding levels, proposed staffing needs and direct operating expenses. Budget-to-actual reports are monitored throughout the year to measure progress. If necessary, the budget can be altered based on any variances encountered. In lieu of an allocation of indirect expenses for centralized services, a contribution margin is monitored to ascertain the percentage return to central funds.

**Pattern of administrative structures, resources, instructional delivery methods, and means of access to services and resources at different campuses.**

Strategically, the College has used a centralized model for administrative services at the campuses. Human Resources, business office functions, information and technology services, and marketing are examples of central campus support areas derived to the extended campuses, with accountability remaining with the leadership for those areas.

The Office of Marketing and Public Relations provides direct support to each of COTC’s extended campuses, both externally to advertise COTC’s educational programs to campus-specific markets and to enhance the image and awareness of each campus through public relations efforts targeted toward local constituencies. To achieve those goals, multiple methods are employed for each campus. Marketing staff members meet regularly with Gateway admissions staff to provide support and promotion of extended campus recruitment activities, including press release writing and distribution, media coverage coordination, photography, graphic design for print and electronic distribution, and planning and implementation of paid advertising through multiple channels. Additionally, Marketing staff coordinate with Gateway and extended campus staff ensuring college representation and support of many annual community events. This support ranges from the creation of printed collateral such as banners or ads to coordination of participating staff.

The COTC Development Office supports the extended campuses and students attending the extended campuses by actively pursuing local philanthropic support for scholarships, capital
construction and renovation needs, and student-centered programming at each location. Dedicated endowed and current use scholarships have been created for the Coshocton and Knox campuses. Scholarships intended for Licking County residents cover both the Pataskala and Newark campuses. Additionally, the Development Office works with campus leadership, local advisory board members and community leaders in each location to provide sponsorship and partnership opportunities for community programs that promote college options to middle and high school students, and offer programs and events that build the college attendance pipeline. Annual events such as Knox STEMfest, College ASPIRE and college exploration nights are held at each location, and are routinely supported with local sponsorships and philanthropic dollars secured through the Development Office.

To continue cultivation and support of each location, the Development Office meets with local businesses and donors throughout the year. Specifically in Knox and Coshocton counties, the Development Office hosts “Friends of the College” events to steward past and current donors for their philanthropic support and cultivate new donors to further support COTC and the students served in these communities.