2  Environmental Context

2.1  The Campus Enterprise

2.1.1  Introduction

The following chapter summarizes the current enterprise that is the College and the campus - its attributes, characteristics, trends and parameters/issues that will influence its physical and academic development. While this chapter is not an academic strategic plan, the chapter outlines several parameters about the mission and direction of the campus, so that this Campus Master Plan is can provide guidance related for the investment of capital and maintenance resources as related to the campus’ goals.

Raymond Walters College (RWC) is a regional campus of the University of Cincinnati, but maintains its own academic, administrative and financial systems such as faculty RPT, academics, governance, budgeting and operations. RWC’s programs are tailored to be an accessible and economical education option for the northern half of the Cincinnati region.

2.1.2  Location of the Campus

Raymond Walters College is located in the City of Blue Ash, Ohio approximately 12 miles northeast of downtown Cincinnati. The campus is on Plainfield Road, about a
half mile north of Ronald Reagan Highway 126. Highway 126 provides easy access to two interstate highways (I-75 and I-71) that connect northward to Dayton, Toledo, and Columbus; and southward to the Uptown campus, downtown Cincinnati and Northern Kentucky. Plainfield Road provides relatively convenient access to the City of Blue Ash area and to the I-275 outer loop by way of Cooper Road and to Reed Hartman Highway.

The campus is a two miles south of the Blue Ash Airport, a regional general-aviation facility that is operated by the City of Cincinnati. A vicinity map is shown below.
2.1.3 History of Raymond Walters College

Raymond Walters College opened in the fall of 1967 as a two-year regional branch campus of the University of Cincinnati and was the first branch campus to UC. The college was initially named the Raymond Walters General and Technical College—named after Dr. Raymond Walters who served as president of the University of Cincinnati from 1932 to 1955. However, the name was shortened to Raymond Walters Branch, then to Raymond Walters College. The college was established as part of Governor Rhodes’ initiative to increase access to education for Ohio citizens.

The original 119 acre campus has grown by the acquisition of three additional parcels of land. In 1995, Raymond Walters College purchased two adjacent plots of land (8.6 acres and 0.5 acres) adjacent to campus on its northern boundary. The college recently purchased two additional acres at the southeast corner of Plainfield and Cooper Roads. This two acre site is not contiguous with the original campus. The original primary service area of RWC is defined by the Ohio Board of Regents as Hamilton County, however, the college draws students from counties in the surrounding Cincinnati region.

In 1967, the college provided 17 associate degree programs to an initial freshman class of 632 students. At that time, the college consisted of one small academic building with 66,895 net assignable square feet. A student center containing 9,100 square feet was completed in 1969. This space was adequate for the first year’s enrollment of 632, but the enrollment was increasing. Consequently, in 1976, an addition to the original academic building was completed, bringing the total of net square feet to 119,362, with 169,938 gross square feet. At that time, the head count enrollment had reached 3,378.

In 1988, the student center building, now called the Flory Center, was converted into six additional class room spaces and administrative offices. Other academic classroom spaces (in Muntz Hall) were changed to a child care center, a small student lounge, and microcomputer labs, necessary to keep up with advancing technology and meet the needs of changing programs. In 1997, the Science & Allied Health Center was built with a net square feet of 76,279 comprised of class rooms, research labs and office spaces. The total building space has remained the same since 1997 while some additional temporary structures/pavilions have been added that serves as classroom spaces in order to meet the increasing space demand. Raymond Walter College now has the largest enrollment of any branch campus in the State of Ohio.

2.1.4 Programs of the College – A Brief Description

A. Summary

Raymond Walters College is two-year, open admission branch / regional campus of the University of Cincinnati, providing access to higher education to anyone with a high school diploma or equivalent. RWC’s rolling admissions policy allows students to enter during any academic quarter throughout the year. Admissions to certain programs within the
College, however, are more selective. The college is accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education.

The college offers both transfer-oriented and career-oriented programs in more than 60 academic majors, with most programs leading to an associate degree. In addition, the college offers a technical baccalaureate program, one year college certificates and professional certificates for students who have already earned a bachelor's degree. The College also offers weekend courses.

Currently the college offers one technical baccalaureate program (Radiation Science Technology), 34 career oriented programs, 39 transfer oriented programs, 17 one-year certificates, 23 professional certificates and many other evening and weekend classes. RWC also works closely with the Blue Ash and southwest Ohio regional workforce to assist with their training needs.

**B. Program Tracks**

The programs offered at Raymond Walters College are organized within the following tracks:

- Transfer associate degree programs.
- Career associate degree programs.
- A technical baccalaureate degree.
- Resident Credit Center classes sponsored and taught by Uptown campus departments.
- Adult workforce training, certification, and licensure programs.
- Adult non-credit continuing education.
- Corporate and community (public, private, educational) programs.

The College also offers many developmental and general education courses in support of the above programs. These courses represent a significant portion of the college's academic program.
The specific program tracks available at the College are detailed in the Appendix.

C. Academic Disciplines

The academic departments at Raymond Walters College offer the depth of courses required for students to obtain the required general education credits for graduation, in addition to providing all courses required to fulfill the requirements of their specific degree program. With limited exceptions in downtown Cincinnati and at Christ Hospital, the majority of all courses are offered at the RWC campus. All academic disciplines are structured to report to the Associate Dean for Academic Affairs, and these are further described in the organizational charts in the Appendix.

D. Pedagogy and Teaching Philosophy

Raymond Walters College maintains small course section sizes, with an average student to teacher ratio of 20:1. This ratio is achievable because RWC is an open-access institution, and by virtue of its mission as a regional and teaching campus.

2.1.5 Campus Operations and Organization

This section provides a general overview of the campus operations, including services and headcounts used in the assessment of space utilization.

A. Programs, Services and Organization of the Campus

The following elements are the key organizational elements necessary to fulfill its obligations to the campus. These are also outlined in an organizational chart in the Appendix.

1. Campus Administration – Includes the Dean, Academic Affairs, Student Affairs, College Relations including fund raising, a Professional
Development Institute, a College Business Office, Institutional Research, Administrative and Clerical Support, and Campus Network Services that provides technical support to all areas of the campus.

2. **Academics** – Includes all disciplines and departments necessary for instruction.

3. **Library** – The Library maintains a print collection and support services and is also a gateway to access the electronic resources of UC Libraries and OhioLINK systems.

4. **Student Tutoring and Study Labs**

5. **Classroom and Teaching Labs**

6. **Student Affairs**

7. **Student Services** – Includes the One Stop Center (recruiting, advising, course registration, financial aid and bursar)

8. **Campus Retail** – Includes food service, bookstore and convenience retail.


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**B. Collective Bargaining Representation**

RWC faculty are represented by the collective bargaining contract established between the University of Cincinnati and the American Association of University Professors. Other bargaining units represented at the campus include but are not limited to AFSCME and SEIU.

**C. College Governance**

Raymond Walters College is a separate college within the University of Cincinnati and public funding for the college comes directly from the State of Ohio, without going through UC’s uptown campus administration.
The college governance is shared by the administration, faculty, staff, and students. The faculty participate fully in a system of college committees with responsibility in a wide range of areas including relevant academic affairs; faculty reappointment, promotion, and tenure; curriculum and assessment; student honors and probation; faculty development; and issues involving strategic planning and infrastructure management. A set of faculty bylaws governs each committee as well as the organization of the faculty as a body, with certain responsibilities delegated to an elected faculty executive committee. The bylaws are included in the college’s faculty handbook. A description of the college governance groups is included in the Appendix.

### 2.1.6 Campus Population

#### A. Historical Enrollment

Enrollment at RWC has generally been on an upward track since the college’s inception in the late 1960’s. The graph below shows the historical growth through 2008. Occasionally there are dips in enrollment levels, but the general trend is an increasing enrollment over time.

Enrollment increased approximately 14% between Fall 2008 and Fall 2009. This increase is significantly larger than the normal growth trend, and can be largely attributed to weak economic conditions in 2008 and 2009 which causes enrollments at college campuses to spike above typical enrollment growth projections as students choose school due to fewer employment opportunities.

Particularly high spikes in enrollment growth, often ranging between 15 to 20%, are not uncommon at regional campuses and community colleges. Enrollment generally is also affected by campus program strengths and new academic initiatives.
Recent Enrollment Figures:

Fall 2008: 4,214 (headcount, full & part-time)
3,032 (FTE, used in Space Use Analysis)

Fall 2009: 4,820 (headcount, full & part-time)
3,357 (FTE)

B. Projected Enrollment

When projecting future enrollment growth, local economic growth, programming strengths and academic initiatives are important considerations for the purposes of projected space needs. The table below outlines projected enrollment growth for the next six years based on two growth scenarios.

1. 15% growth over Fall 2008 enrollments is expected to require an additional 44,000 asf above the current total of campus space.

2. 30% growth over Fall 2008 enrollments is expected to require an additional 62,900 asf of space above the current total of campus space.
C. Demographics

1. **Age:** The average age of students at Raymond Walters College is 24. The average age has decreased from 28 years old in 2000 to 24 years old in 2009. The campus has become more desirable to traditional college-age students, which has spurred the decrease in the average age. However, it is expected that the campus will continue to appeal to older students too.

2. **Gender:** The student population has traditionally consisted of more women than men. As of fall 2009, approximately 63% of the student population are women. Frequently, these students also are principle care-givers to children, which can impact class start times and needs for childcare, food service, and other support needs on campus.

3. **Ethnicity:** The college continues to see increases in the diversity of its student population. The campus is particularly witnessing a significant increase in the number of African American students. In the fall of 2009, there were 830 African American students enrolled, which is approximately 18% of the total enrollment.

D. Student Life and Activities

Student activities are administered through the Office of Student Life. The following provides a list of activities that are available to students, including opportunities both on campus and at other locations:

— Annual “Make a Difference Day” project
— Fall Carnival and Organization Fair
— Summer Fling, Student Awards Ceremony
— Arts and cultural programs.
— There are many active organizations on campus that students may join, some of which include those listed below. Students who want to form a group or a club obtain organizational guidelines from the student life coordinator. Students wishing to assume leadership for any organization must be in good academic standing with the college.

- The Activist, student newspaper
- Alpha Beta Gamma, honorary business fraternity
- Collegiate Ministry
- Collegiate Organization of Medical Assistants
- Partners In Justice
- Phi Theta Kappa, honorary academic fraternity for two-year students
- Pre-Pharmacy Association
- The Red Cross Club
- The Skeleton Crew
• Student American Dental Hygienists Association
• Student Court
• Student Government
• Student Chapter of the North American Veterinary Technicians' Association

Each student organization is required to have a faculty advisor, must have active officers that are in good standing, and is required to submit an annual operating budget in order to continue to receive an allocated portion of the student fee.

Organized intramural athletic activities are limited on the RWC campus, however, intramural teams can participate in the Blue Ash Recreation Center leagues. Students are able to participate in intramural softball, volleyball, basketball, and golf outings throughout the year. There are no organized NCAA athletic programs at the RWC campus, however, RWC students do participate in NCAA programs and club sports that are organized through the Uptown campus. Anecdotal information to-date suggests that while there is not a significant immediate or long-term desire for NCAA or club sports programs on the campus, RWC-enrolled students with an interest in participating in these types of activities will continue to seek opportunities at the Blue Ash Recreation Center and the Uptown campus. If the RWC campus were to decide that provision of recreation facilities on campus is a higher priority, then this would need to be reflected in any future capital resource planning.

The Office of Student Life is also home to the Peer Support and Resource Center. The peer center is staffed by a select group of students who conduct new student orientations and serve as a resource for RWC and Clifton campus services. Students seeking assistance with finding a room, learning about on-campus activities, or finding a particular service at the college can stop by the center, which is staffed by Peer Leaders Monday through Thursday from 8:30 a.m. to 6:30 p.m. and Fridays from 8:30 a.m. to 5 p.m. as class schedules permit.
E. Student Governance

Students elected to serve on the student government represent the entire student body at RWC by serving on college committees, and communicating student concerns to college administrators. The Student Life organization oversees the annual registration of thirteen student organizations. The diverse mix of organizations offer opportunities for all kinds of interests and involvement, including a student-run newspaper called "The Activist."

F. Faculty and Staff

Courses are taught by RWC faculty, Uptown faculty; and non-credit courses are taught by professional trainers. The following details are for Raymond Walters College employed staff and faculty.

Total headcount of Faculty and Staff as of Fall 2008: 690 with an FTE of 396.
Total Faculty count as of Fall 2008: 349 with adjuncts being 205 of the 349.
Commensurate with enrollment increases and the influence of academic initiatives, faculty and staff headcounts are expected to also grow.
Workload and Performance Expectations- Tenure-track faculty are expected to teach 36 credit hours per academic year, and are also expected to perform service and to engage in professional development. A certain number of faculty also function in a student advising capacity.

G. Administrative Staff

Staffing at the campus is organized around the administrative structure of the college. Individual department totals and comprehensive listing of all campus employees are included in the Appendix.
Commensurate with enrollment increases and the influence of academic initiatives, faculty and staff headcounts are expected to also grow. These projections are discussed in the Academic Drivers section of this chapter.

2.2 Academic Trends

2.2.1 Introduction

Academic-related needs are an important consideration in planning the future of any campus. While not an academic plan, this section of the master plan outlines several academic-related drivers that should be considered as the campus evaluates its future space needs, technology needs and makes decisions on the allocation of resources to support academic goals and priorities. Discussion of the academic drivers within the context of a master plan is particularly important since the delivery of higher education in Ohio is being re-structured by the University System of Ohio and the UC Provost's Collegiate Restructuring process. Please see the description of the USO Summary of Strategic Plan included in the Appendix.
A. Programmatic and Operational Necessities & Trends

The following parameters have been mentioned throughout the planning process as important considerations that could influence academic planning at the RWC campus. These are described below because it is assumed that they could influence the Master Plan Goals and the campus’ Project Priorities.

2.2.2 Maintain and Strengthen the Campus’ Core Programs that Allows it to be a Cost-Effective Portal to a Baccalaureate Degree, Including those Programs and Courses Critical to the Success of Developmental and General Education

A. Strengthen and support the needs of the full complement of developmental and general education courses.

B. Maintain and support desired program commitments / mixes.

Enrollment projections for the campus are currently based upon the assumptions outlined in the attached matrix; and these have been used for space planning purposes. While the priorities may change with Collegiate Restructuring, shifts from Residence Credit Center to a Performance Based Budget model for funding Uptown courses, and implementation of University System of Ohio-driven strategies, enrollments and academic and campus support services must be structured around these priorities.

C. Support needed pedagogical structures.

Pedagogy plays a crucial role in the success of the academic programs, particularly for a teaching institution like Raymond Walters College. This supports the academic progress of the student through the college, and helps ensure continued state funding support. The college supports faculty development in a number of ways that must be retained and enriched. Pedagogy affects the type and quantity of space needed for teaching. For these reasons, the following goals apply:

- Maintain average faculty-to-student teaching ratio of 1:20. One of the principle draws and measures of success for the academic programs at the college are its generally small class sizes, on average approximately 20 students to each faculty.
- Maintain tenure track-to-adjunct faculty ratios.
- Maintain, enhance, and support current teaching methods, strategies, tools and technology that are necessary.
- Support faculty development in the scholarship of teaching and learning including group learning processes, and in the creative use of technologies.
D. Provide the necessary faculty and staff to support the mission of the campus.

Faculty

- **General**
  - Likely to see an increased demand in some disciplines for PhD’s.
  - Focused principally on teaching.
  - The full-time teaching load is assumed to be 12 credit hours per quarter (per semester when the institution changes to semesters in 2011). This has implications for the campus as a whole, since the institution is not physically equipped to handle large quantities of research space and the support functions necessary for significant volumes of research activity.
  - Assumes that the dean of Raymond Walters College will administer the RPT process for RWC-appointed faculty.
- **Desired Mix of Tenure vs. Non-Tenure Track:** Maintain existing ratio of tenure-track to non-tenure track faculty, including adjuncts.
- **Desired Total # of Full and Part-Time Faculty:** Maintain the present average ratio of 1:20 in proportion to student enrollment.

Staff

Assumes that the campus will continue to require a given number, type, and ratio of professional positions, even as the campus grows. While the specific ratio may change as needs and programs evolve, it is assumed that this growth will occur in proportion to the present ratio of staff to students.

E. Meet academic support needs.

- Maintain and improve open Computer Labs, One-Stop Advising (faculty supplemented with professionals, focus on intake, expanded hours of operation, and schedule and operations geared to the decision-making time-lines of the students), Tutoring, and Library functions.
- Academic support functions, such as labs and other related operations
- Improve Student Service Functions and Amenities:
  - Lounges
  - Group work areas
  - Student governance
  - Greater food service choices
  - Recreation (minimally, the need is for passive activities)
  - Disability Services
  - Student Life / Affairs – location and visibility
  - Student Activities
F. Meet campus support service needs.

- Campus Services and Amenities (Food, Bookstore and Other Services)
- Business Services and Operations
- Materiel and Supply Acquisition and Support
- Facilities and Grounds Maintenance
- Campus Storage
- Campus Security
- Critical Systems and Institutional Redundancies, such as Network Services

G. Maintain the campus organization and administration structures as recommended by Collegiate Restructuring.

2.2.3 Strengthen Specific Two-Year Career and Two-Year Transfer Degree Programs Where Academic, Space, Technical, and Financial Resources Allow, Where Substantiating Data Support the Basis for Doing So, and the Degree to which they Fulfill Institutional Budget and Collegiate Restructuring Goals.

2.2.3 Maintain Mission-Critical Functions in Response to Accreditation Requirements

2.2.4 Increase Baccalaureate Education by Both Engaging in Increased RCC/Performance Based Budget Programming and by Adding Appropriate Baccalaureate Completion Programs and RWC-Sponsored Baccalaureate Degree programs to Its Core Offerings as Academic Support, Space, and Technical Resources Allow; and to the Degree that the Goals of the University System of Ohio and Collegiate Restructuring are Met.

In determining what programs to extend an RCC / PBB relationship, it is critical to envision the implications of course and program growth on space availability and to propose policies to facilitate the management of these programs.

Add appropriate technical baccalaureate and applied baccalaureate degrees sponsored by Raymond Walters College to RWC’s core offerings. These would be RWC’s baccalaureate programs with RWC courses taught by RWC faculty. The Provost has requested that the College explore several of these, and this is currently underway.

2.2.6 Align Campus Finances with Institutional Budget Goals and Planned Changes in the State Funding Model.

Several budget plan assumptions and policies for the institution described in the FY 2010 University of Cincinnati Budget Plan could influence future academic planning for the RWC campus. Some of these may apply to or influence the campus more so than others.
A. Function within institution-wide budget goals and policies.

- Practice institutional fiscal policies to result in a more focused, strategic array of affordable degree programs to serve students more effectively and efficiently:
  - Structural Deficit Policy
  - Financial Policies
  - Budget Modeling: RWC currently uses a zero-based budget model, not a performance-based budgeting model. A contribution to closing annual institutional budget gaps is currently not applied to the RWC campus, though fees for Uptown-provided services are charged to RWC and are expected to continue.
- The RWC campus does not participate in maintaining an operating cash average daily balance of a minimum of 25% of its total annual operating budget by 2022.
- Affirm the university’s strategic plan for building a robust health care enterprise.
- Research Strategic Plan.
- Strive resolution.
- Collaboration through Community Engagement and Outreach which endorsed the region’s Agenda 360 report.
- Be synchronized with the conversion to semesters and program review and PBB.
- Respond to the nature of State of Ohio support.
  - Change in the subsidy model for FY 2010 likely to be based on enrollments, course completion, and possibly other measures.
  - It may be necessary to prepare for 8% budget cuts in general funds to anticipate fluctuations in the state budget and other factors.
  - It may be necessary to establish a buffer of reserve funds to replace state support in FY 2012 that is currently funded with federal stimulus dollars.
- Tuition Revenue: Though permitted to do so, no increases in tuition for undergraduate students.
- Enrollment growth to help financials, but not be a factor in budget planning assumptions. While projected to increase, enrollments are assumed to be flat in the budget goals.
- Government and Private Grants and Contracts are anticipated to grow, particularly ARRA through NIH and NSF.
- Endowment Income is used to support operations. Significant decline not anticipated for available funds.
- Fundraising: On-track to meet $1B goal by 2013.
- Auxiliary Enterprises: Campus Services demonstrated outstanding financial management despite challenging circumstances.
B. Meet RWC-specific budget goals for FY10.

- It is assumed that tuition and fees will remain unchanged due to state of Ohio restraints.
- Plan for and respond to changes in the State Share of Instructional Subsidy (SSI) formula. It is assumed that support is expected to decrease from prior years.
- The state subsidy funding model, however, is expected to be revised and to be based on bi-annual enrollment and tuition goals for the network of regional campuses and community colleges. Beginning in FY 2010, the model is anticipated to be based on:
  - Enrollment Target (approximately 85% of total budget)
  - Course Completion
  - Retention of At-Risk Students

1. Enrollment:

   For FY 2010, RWC is projecting at least a 3% growth in credit hours. Summer numbers show a 6% increase over FY 2009 and confirmations for autumn are up by 40%. There has been an increase in demand for courses such as American Government, Geography, American Sign Language, Nursing, and Allied Health programs, Biology, Chemistry, Math and English.

2. Budget/Financial

   RWC has increased the number of hybrid courses, begun a small pilot Supplemental Instructional Program for students at risk, and increased course offerings in the areas of highest demand. However, the college is limited by lack of lab space, clinical sites, student and community space, and faculty office space. The College’s Strategic Planning Committee, Administration, and several governance committees are working with Planning + Design + Construction to resolve on-campus space issues. Nontraditional time slots for additional clinical space are being explored.

   RWC’s Strategic Planning Committee is developing revised goals to guide the campus in its interaction with the state, university, community, and students. The goals include enhanced academic excellence, increased student success, increased student access to educational opportunities, increased community engagement, and enhanced sense of community within RWC. Each goal has two or three objectives ranging from two to four action steps. Each objective and action step is assigned and defined and must have measurable outcomes. This is all done with the awareness of the constraints of the budget.

2.2.7 Respect and Enhance Active and Current Civic Community Commitments within the Goals of Collegiate Restructuring.

A. Support and enhance the community and the City of Blue Ash’s use and identity of the campus as “Their Campus”.
B. Enrich the faculty, student, and staff perceptions of the city and suburban setting.

1. Reinforce and support the ease of physical access to and connections within the campus.

2. Allow the use of the campus for city/community-sponsored events, recreational uses (walks, and others to be determined), and to support city events (such as parking for Taste of Blue Ash, Summerbration, etc.)

3. Link the campus to city events, quality-of-life experiences, and information through web-based and on-line activities and promotions on-campus.

4. Treat the campus setting in a similar way as the city treats its physical setting.

5. Work toward mutually-beneficial ways to support city-sponsored improvements to infrastructure, signage on major arterial roads, and promotions.

2.2.8 Restructure the Academic Enterprise to Further the Campus’ Role in Mission-Differentiation and Integration within the University System of Ohio / One University of Cincinnati Model.

A. Senate Bill 311 / recommendations related to the Center for Access and Transition (Uptown campus):

1. The University should no longer admit students to the CAT or to any other non-baccalaureate program on the Uptown campus (except as noted elsewhere in these recommendations with respect to Fire Science and ECLC). Admissions to the CAT should end as of summer 2010.

2. For students who are no longer admissible to Uptown colleges, the University should enhance existing partnerships and create seamless referrals and transfers to and from Raymond Walters and Clermont Colleges and the nearby community colleges (especially Cincinnati State), creating clear pathways to baccalaureate programs.

3. UC and Cincinnati State should strengthen existing partnerships, work together to enhance course alignment at the developmental and baccalaureate levels, and strengthen links between UC advisors and CSTCC advisors.

4. The University should allow a small number of holistically admitted students to enter Uptown baccalaureate programs through the current admissions exception protocols.

5. The University should continue to assess the needs and provide appropriate support services for all baccalaureate students admitted to Uptown colleges, including those holistically admitted.
6. The University should establish a working group to conduct an assessment of future curricular and staffing needs for developmental courses on the Uptown campus, to consider alternatives for providing those courses, and to estimate the number of faculty and staff who will be needed for the developmental curriculum and associated supports after closing the CAT.

7. As of August 2009, the most likely outcome of that assessment is the assignment of responsibility for delivering developmental courses to Arts and Sciences. If that assignment occurs, A & S should receive the faculty and associated resources commensurate with that responsibility.

8. Regardless the outcome of that assessment, all currently tenured CAT faculty and associated resources should be reassigned to either A & S or CECH, effective no later than July 1, 2010.

9. No later than July 1, 2010, all untenured CAT faculty should be reassigned to either A & S or CECH. This reassignment will ensure that the faculty reside in academic units that can fulfill faculty members' contractual rights. This reassignment should not imply that the faculty salaries or associated resources will remain with those academic units if the faculty are reassigned or their positions are eliminated.

10. The University should create an implementation team to ensure a successful transition for students, faculty and staff.

11. The implementation team should consider efficiencies and the merger of the CAT learning support staff into existing support units in other colleges.

B. Recommendations related to the Uptown-regional campus relationships:

1. To achieve the goal of becoming “One University,” the University should formally establish standing intercollegiate disciplinary curriculum committees similar to those now at work on semester conversion. Those committees should be charged with promoting curricular continuity and assessment across colleges. Each discipline should have a “home” college that ultimately controls curriculum in that discipline across collegiate boundaries.

2. The Council of Deans should recommend to the Academic Operating Committee the formation of a standing committee, the Baccalaureate Pathways Coordinating Committee (BPCC), which will hold primary responsibility for development of new and extension of current baccalaureate programs to regional venues. The Academic Coordinating Committee will fulfill its normal role in approving and adjudicating issues related to the creation of courses and programs.

3. The University should move toward a single accreditation through the Higher Learning Commission, eliminating the separate accreditations for RWC and CC.
4. In coordination with the BPCC, Uptown colleges should develop and deliver baccalaureate degree programs at regional venues, which may be on existing CC and RWC properties or elsewhere.

5. In coordination with the BPCC, RWC and CC should select, develop, deliver, and assess new baccalaureate degree programs, consistent with the USO strategic plan, to be offered entirely by the faculty of those two colleges.

6. The regional colleges should offer some upper-division (300- and 400-level) courses to enable students to complete their associate degrees and gain credits toward baccalaureate degrees.

7. CC, RWC, and the Uptown colleges should retain their current faculty, administrative, budgetary, RPT, and governance structures.

8. The Uptown and regional colleges should create additional affiliate and/or joint appointments for current and future faculty.

9. The CRSC should form working groups that include staff and faculty to investigate whether benefits and efficiencies would be realized by combining the CC, RWC and Uptown libraries, IT units, or other administrative units.

10. The performance-based budget model (PBB) should supplant the resident credit center model (RCC) as quickly as possible.

11. The Legal Studies and Criminal Justice associate programs in CECH should move to the regional campuses.

12. The Physical Therapist Assisting associate program in Allied Health should move to the regional campuses (already in progress, to Clermont).

13. The Information Technology, Chemical Technology and Business & Commerce associate programs in Applied Science should move to the regional campuses.

14. No later than 2014, the University should assess whether the Baccalaureate Pathways model has succeeded in achieving the goals articulated in this report.

2.3 The City of Blue Ash

2.3.1 History of the City of Blue Ash

The Blue Ash area was first settled by pioneer families back in the late 1700’s who farmed the land. The first church in the area (Carpenters Run Baptist Church) was built in 1797 and was constructed out of blue ash logs, which ultimately gave the area its name- Blue Ash. The Blue Ash area continued to be a farming community.
throughout the 1800’s, but when a railroad was built in the 1880’s, several commercial activities followed such as a post office, grocery store and banks. The city was incorporated in 1961, partly to proactively plan its growth. Raymond Walters College was established in 1967. Additional business growth occurred in the 1970’s and 1980’s bringing including both national and regional names.

Blue Ash is now a thriving suburban municipality and currently over 2,000 businesses with operations in the city. The City of Blue Ash is notable for its high-quality of life, diverse mix of residents, stable property values, high-quality K-12 school system, a healthy business district, notable employers, access to health care, a full range of city services and amenities such as its parks and recreation programs, and a strong community identity frequently exhibited in its cultural and civic events such as Taste of Blue Ash, and summer jazz festival. The city also is able to use and benefit from the existence of RWC in its backyard for affordable higher education for its residents and the facilities that serve as a home for community and civic activities to nearby residents.

2.3.2  City Overview

A. Population and Demographic Description & Statistics

The City of Blue Ash, which surrounds the campus, has grown steadily since its incorporation in 1961 to reach a population of 12,513 in 2000. This averages out to an increase of about 100 people a year. According to current US Census population estimate, the 2007 population of Blue Ash is 12,767. Based on this projection, the population growth rate has decreased since 2000 to an increase of about 36 people a year.

Income levels in Blue Ash are higher than the state average. The 2007 median household income in Blue Ash was $72,795 while in the State of Ohio is was $46,597.

Educational attainment levels are higher in Blue Ash than the State of Ohio. In 2000, 48.7% of the population in Blue Ash (over the age of 25) received a bachelor’s degree or higher and 90.8% have a high school diploma. In the
State of Ohio, 83% of adults have a high school diploma while 21% have a bachelors degree or higher.

B. Residential / Housing

Recent residential construction in Blue Ash has averaged about 20 new single family units each year since 2000, with a peak of 42 new homes built in 2006. The recent low point in new construction was 2008 with three new homes built. A total of 184 new single family and 10 new multi-family units have been constructed since 2000.

C. Commerce

The City of Blue Ash is a business hub within the Cincinnati region. Approximately 2,000 businesses are located in the City of Blue Ash employing approximately 55,000 people. The top ten employers in Blue Ash as of 2007 are as follows:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procter and Gamble</td>
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<td>Ethicon Endo-Surgery, Inc.</td>
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<td>Kroger</td>
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<td>RDI Marketing</td>
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<tr>
<td>Mercy Health Systems</td>
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</tr>
<tr>
<td>Time Warner Cable</td>
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<tr>
<td>Wornick Company</td>
<td>578</td>
</tr>
<tr>
<td>LSI Industries</td>
<td>572</td>
</tr>
<tr>
<td>Belcam Engineering Services</td>
<td>503</td>
</tr>
</tbody>
</table>

Source: City of Blue Ash website
D. Government and City Services

The City of Blue Ash has an elected city council that is sectioned off into wards with one council member representing each ward. The city administration is led by a city manager with the various department heads reporting to the city manager. The major departments include Economic Development, Planning/Zoning, Public Works, Parks and Recreation, Police, Fire and EMS, Tax, Human Resources and Finance.

E. Area Services and Service Providers

Blue Ash is served by the major utility providers in the Cincinnati area: Duke Energy, Metropolitan Sewer District, Cincinnati Water Works, Time Warner Cable and Cincinnati Bell Telephone.

F. Cultural & Recreational

The city has several cultural and recreational amenities available for residents including recreation centers, athletic centers, parks, an amphitheatre and golf courses. In addition, the city has goals to become a more walkable and more bikeable city by installing new bike trails and sidewalks in the future. The city would like to continue to collaborate with RWC on many issues that of mutual interest to RWC and the city.

G. City Improvement Priorities

The City has outlined several major priorities including:

- Water main replacement- The city is replacing water mains on Hunt Road and the Homewood Subdivision as well as on Cooper Road (several phases).
- Replacing traffic signal lights with LED type lights- ongoing over several years.
- The downtown town square project- which is a plan to transform the intersection of Cooper and Kenwood Roads from a suburban style retail/office corridor into a more urban mixed-use district with retail, residential and office uses.
The Cooper Road and Kenwood Road streetscape and gateway project. This project proposes a more pedestrian friendly street with new sidewalks, wayfinding, signage, street furniture and utilities that enhance the streetscape.

- Taste of Blue Ash festival.
- Enhancements to the Blue Ash golf course
- Implementation of airport park into a signature park with business conference and performance center and sidewalks on Plainfield Road south to Cooper Road.

**B. Trends and Issues Affecting City Planning and Development**

- **Demographics** - (population aging, housing sales and population turn-over, # of families vs. empty-nesters, earnings and educational attainment, value of housing market, quality of the schools and impact of new state-funding formula on value)

- **Commerce** - (inbound vs. outbound employers and businesses, condition of commercial property, efforts to attract & retain businesses and corporations, pending projects)

- **City Services** -

- **Blue Ash Airport** -

- **Traffic** - (counts, development trends, and pending projects) As the RWC campus grows traffic volumes and capacities on area roadways should be analyzed in a collaborative manner with the City of Blue Ash to determine what improvements (if any) might be required to accommodate increases in traffic volumes generated by RWC.

Through its Community Advisory Council and the Office of the Dean, the campus maintains a number of working relationships with business, civic, and educational groups in the vicinity of the campus. Trends in the foreseeable future that influence two of the more primary relationships – those with the city of Blue Ash, and those with the Sycamore Community School District – are expected to also influence the campus:

1. **The city of Blue Ash** - a mature suburban municipality in which the campus is located - offers a high quality of life through its diverse business and commercial
development, high-performing K-12 schools, a broad tax base, a wide array of city services, and an engaged civic and business community. The campus is a valued partner in the city’s relationships with its businesses and residents; and several city priorities that are important to the campus include:

- Engaging city residents in the life of the community through use of city-owned and operated facilities such as a new community recreation center, and participation in high-quality events hosted by the city.
- Encouraging healthy neighborhoods, such as walkable streets and bicycle routes, and community gardens.
- Sustaining businesses within the city’s existing commercial areas.
- The Blue Ash Airport, immediately north of campus, provides an opportunity for new development and vehicular and bicycle connections to campus over the long-term.

2.4 Blue Ash Elementary School

Sycamore Community School District – The SCSD owns and operates the Blue Ash Elementary School (K-6) on the RWC campus under the terms of a 50 year joint operating agreement with RWC. The school opened in 2002. The terms include the school’s use of the campus’ recreational fields, and the campus’ evening use of the school’s “UC Education Center” wing. Additional analysis of this agreement as relates to potential master plan improvements should be conducted as RWC master plan priorities and projects are conceived, funded and implemented.

With little remaining land available in the immediate area for new housing development, enrollments at the school are not expected to grow substantially. Factors that could influence the mix of students, however, include increased recent designation as a “Blue Ribbon” school by the US Department of Education, continued general demand for accessible quality public education, increasing number of international families moving into the area, and increases in student transiency.
Several Issues that should be considered as RWC grows:

- Demand for daytime and evening use of the UC Education Center is steady, often with heavy peaks during the school year to meet district-wide needs.
- Increased turn-over as certain existing owner-occupied housing turns to rental, and with adjacent rental apartments, and the quality of life appeal of the city and surrounding communities.
- Maintain access to the school for elementary school students and parents, school faculty and staff, visitors using the UC Educational Center wing.
- Clarify the methods of direct access to and from the school and the campus.
- There is limited new residential development in the Blue Ash area due to the community being a mature suburban area and therefore a stable enrollment level is projected. However, it is important to monitor any changes in rental vs ownership as that may impact enrollment at the public schools.