

AQIP Category One
HELPING STUDENTS LEARN

Context for Analysis (C)

1C1 Common student learning objectives

General Education is defined at Terra Community College as “the knowledge, perspective, and skills that are a part of the educational experience of all students.” The general education goals are competencies deemed essential for all college-educated students. To foster higher levels of student engagement and accomplishment, general education goals, as well as program-related learning outcomes, are built into each individual course.

During the 2005-06 academic year, the general education goals were refined to closely align with general education goals set forth by the Ohio Board of Regents. The general education goals shown in Table 1.1 below are listed in the Terra catalog so that all students are aware of these goals. All semester syllabi list the applicable general education goal or goals which are assessed in each individual course. Terra’s change to semesters allowed faculty to closely examine their curriculum and to modify and update their program outcomes. These program outcomes are listed in the college catalog under the Program of Study for each technology. Faculty from each program may select the objectives under each goal that clearly and comprehensively evaluate their student academic assessment activities. The actual number of objectives under each goal may vary from program to program based on the curricula and student needs.

General Education Goals and Competencies

Table 1.1

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| <ol style="list-style-type: none">1. Communicate Effectively.2. Evaluate arguments in a logical fashion.3. Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and society.4. Employ the methods of inquiry characteristic of natural sciences, social sciences, mathematics, and the arts and humanities.5. Engage in our democratic society. |
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Assessment results reflect what is being taught and learned in the classroom, and are used to identify needed improvements in academic programs. The assessment process is an important part of the college’s efforts to prepare graduates to enter the workplace or to continue their education.

1C2 Aligning learning with mission

Terra’s mission statement, along with the Strategic Ends that support the mission (Table 1.2), guides all strategic planning at the College. Goals and objectives, established at the division/department level, always support and align with the institution values as stated in the mission and strategic ends. Conversely, goals established at the institutional level, which also drive division/department and program planning, reflect the College mission and strategic ends.

Mission Statement and Strategic Ends **Table 1.2**

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| Mission | Terra Community College is committed to excellence in teaching, training and lifelong learning. |
| Strategic Ends | Access and Opportunity, Student Success, Lifelong Learning, Community Relationships, Workforce Development, and College/Educational Vitality. |

While faculty review curriculum and learning objectives continuously on an informal basis, they also have several opportunities to review curriculum on a more formal basis through assessment of student learning, advisory board meetings, and program review. Each program reviews learning outcomes at the course, program, and department level through the College’s assessment of student learning process. Faculty review learning expectations, practices, and development objectives on an annual basis and receive input from advisory board members to ensure currency of curriculum. Finally, each program is reviewed on a three-year cycle.

Under the direction of Dr. Bordner, the College created a formal Vision Statement that has been articulated repeatedly by faculty and staff. The vision statement as published in the college catalog and found on the college website is as follows: *Terra State Community College: Your Center for Education, Training, and the Arts*. It is this vision that ultimately drives all activities related to teaching and learning.

1C3 Key instructional programs and delivery methods

Terra is authorized to grant the Associate Degree in Applied Business, the Associate Degree in Applied Science, the Associate of Arts degree, the Associate of Science degree, the Associate of Technical Study degree, and the Associate of Individualized Study degree. The Associate Degree in Nursing was added to the curriculum for the 2006-07 academic year. Previously, the Associate of Degree in Nursing was offered in a unique collaboration with Lorain County Community College. Technology programs fall generally into three classifications: Business Technologies, Engineering and Industrial Technologies, and Public Service Technologies. In addition to these applied degrees (22 degrees, 45 majors) and certificates (54), the College offers 19 arts and sciences degree programs. Rather than a concentration in Allied Health, students may choose from four different options depending on whether they wish to pursue a bachelor’s degree in medical lab tech, nursing, dietetics, or health information technologies. Students majoring in natural and biological sciences may choose between concentrations in biology, chemistry or physics. Associate of Arts students may choose of have a major in Psychology rather than in social and behavioral sciences. The college is expanding its allied health options.

Beginning In 2006-07 students also had a choice of majoring in Health Information Technology or in Medical Assisting with an administrative focus.

To accommodate the diverse student population of the service area, Terra provides courses during day, evening, and weekend hours (Saturday morning / Sunday afternoon and evening). Additionally, courses are offered on site at local industrial clients as well as at a satellite campus in Port Clinton, Ohio. The primary means of course delivery to the student population is the traditional face-to-face classroom/lab setting. Since technology and the demand for flexibility have changed, however, so have the delivery methods of our faculty. During the 2005-06 academic year, Terra is offering 35 web-based distance-learning courses, 33 hybrid courses, as well as courses delivered through compressed video, primarily to high school sites and business and industry. During 2006-07, Terra offered 44 web-based distance learning courses and 16 hybrid courses to provide the flexibility for students and instructors and the structured classroom environment needed for intellectual stimulation.

More and more hybrid courses, those with part of the instruction delivered as distance learning and part on-campus, are being offered to provide the flexibility for students and instructors and the structured classroom environment needed for intellectual stimulation. In addition, during the 2004-2005 academic year, six Arts and Sciences faculty took part in a statewide initiative to integrate technology into courses. During 2005-06, six additional faculty members were involved in a similar initiative to integrate technology into their courses. In 2006-07, two more faculty were involved in a similar initiative while seven faculty participated in an Ohio Learning Network (OLN) grant to integrate an on-line component into their classes. During 2007-08, six faculty members will participate in another OLN grant to integrate an on-line component into their classes using the newly purchased ANGEL software.

The College has equipped its teaching labs with state-of-the-art equipment. Five general-purpose computer labs and fifteen specific-use computer labs provide students excellent access to digital technology. The College also has two classrooms outfitted with equipment to broadcast compressed video courses to and from off-campus sites while portable equipment allows for other classes to be broadcast. In January 2005, the College began using two new "smart classrooms" equipped with state-of-the art technology designed to enhance student learning. During the 2005-06 academic year, a computer for faculty use was available in every classroom on campus. In addition, Terra's Center for Integrated Manufacturing Solutions (CIMS) provides state-of-the-art manufacturing training to better serve the workforce needs of local industries and area students. Through this center, students learn to work in a manufacturing system, experience product planning and design, process simulation, production line flow simulation, and monitor manufacturing flow.

Technology is used not only for the delivery of instruction at a distance but also, and primarily, to enhance instruction for students in traditional classrooms. During the 2006-07 academic year, students and faculty had access to computer portals through CAMS. While the student and faculty portals allowed opportunities for enhanced learning, the CAMS system did not allow for ease in online testing and the software was cumbersome. A group of faculty investigated other course management systems and recommended the use of ANGEL to the president. ANGEL was purchased in the summer of 2007. With ANGEL, all faculty will have the ability to receive

student course work electronically and provide feedback in the same method. Faculty members may use ANGEL to support their course work through online discussions and interactive web-board meetings and group projects. Email accounts are available free to all currently enrolled students at Terra. As a result of strategic planning, a Technology Team, which includes personnel from IT, Student Services, Marketing, and Academics, has created a Technology Plan, which is being implemented. Wireless technology is available in two of the five academic buildings. Members of the Technology Team are assessing the implementation of wireless technology on campus.

An AQIP Action Project, begun in 2004, was designed to focus on distance learning. The project's goal was to design and implement a comprehensive, distance learning system for improving distance education for both students and faculty by providing

- training for distance learning faculty to ensure they are properly prepared to create distance courses which gives students the same learning outcomes as a traditional course and provides interactivity for students;
- state-of-the-art distance classes in a variety of areas and include a student orientation process to ensure that they are prepared for the distance experience;
- and an assessment process for distance courses to enable both faculty and students to give input on how to continuously improve distance offerings.

This project was retired in 2007. A new project is being written to redesign distance courses using ANGEL. Six faculty have been chosen to be "ANGEL Mentors" and will train all of the faculty in the use of ANGEL over the next three years. All faculty will be trained to use basic ANGEL features by the fall of 2008. The college is preparing a Title III grant to be submitted in the winter of 2008. If the grant is funded, additional dollars will be available to provide support for staff positions related to distance education.

1C4 Preparing students to live in a diverse society and world and accommodating a variety of student learning styles

Terra faculty and academic administrators recognize the diversity of the student body and the varying needs and learning styles. To help faculty to meet the needs of a diverse student body, the College offers workshops and institutes on such topics as learning styles, active learning, working with adult learners, and instructional strategies. These professional development activities are offered to both full time and adjunct faculty.

Terra believes strongly in preparing students to live in a diverse world. In its SAAA plan, Terra has chosen two general education goals which it deems essential for all college students: 1) Students must demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and, and 2) Students must engage in our democratic society.

As reported to the Ohio Board of Regents, the diversity of the student population at Terra mirrors its service district with 5% Hispanic/Latino and 4% Black. This ratio has held fairly constant over the last several years. However, the student population does not mirror that of the city of

Fremont, which has a population that is 8% Black and 12% Hispanic/Latino. During FY 02, a concerted effort to recruit minorities resulted in an increase of new Hispanic students from 35 to 48 in fall 03 and of continuing Hispanic students from 74 to 88. During FY 03, the recruitment efforts once again resulted in an increase in Black students for fall 04—58 to 96, a 60% increase. In fall of 2005, there was a decrease of 19 Black students or a 20% decline. In fall of 2006, there was a decrease of 5.3% in Black students and a decrease of 8.3% in Hispanic students.

Social responsibility is supported by Service Learning, which has been incorporated into a number of courses at Terra. Through Service Learning, students share the knowledge and skills in the community and then integrate what they have gained from the experience with their classroom learning. The faculty hopes, through Service Learning opportunities, to broaden students' learning experience while instilling a respect for social responsibility and volunteerism. Participation in a service learning project had been a requirement for students who receive Terra's Guarantee Scholarship. Because this scholarship had not been attracting the expected number of students, the scholarship program was discontinued. Terra moved to a more diversified scholarship program for the 2007-08 academic year. The changes were the product of the Scholarship Improvement Committee's work. The new scholarship opportunities for 2007-08 will include "Great Start" Merit Scholarships (20 awards - \$1,500 each.) Merit scholarship recipients who complete the service learning seminar (GEN 1600) and earn at least a 3.0 grade point average with 30 semester hours earned in the 2007-08 academic year may qualify for the renewal of the scholarship for the 2008-09 academic year.

Students with special needs are provided free services through the Office of Learning Support Services that include

- Note takers
- Extended test taking time
- Scribes
- Readers
- Sign language interpreters
- Computer software with scanning and reading programs
- Alternative test taking format and assistive technology.

In addition, this office works with community agencies to provide services to students in need.

1C5 Creating and maintaining a healthy campus climate

Faculty members are encouraged to inquire into new intellectual material to update current course content and presentation methods. The College provides faculty with training to enhance the development and presentation of intellectual material. The College is open to the development of new courses that support the mission. The main constraint to new course development has been of a financial nature, as state support has not kept pace with increasing operational costs. A climate promoting intellectual freedom is evidenced by the fact that no faculty grievances have been filed regarding any constraints to their opportunity to teach new and/or diverse subject matter.

Faculty members have been very vocal in matters of institutional operations, marketing and management. Terra provides venues for the presentation of differing views at the Council of Academic and Student Affairs (CASA) meetings, Enrollment Management Council (EMC)

meetings, faculty and quarterly all-employee meetings. Members of the Student Senate serve on CASA and EMC as a means to provide student representation in the discussions and actions of the councils. Faculty and employees in general express a concern that their suggestions for how to improve the College are not being used although the perception has improved over the last two years. On the 2002 Noel-Levitz Campus Quality survey, there was a 2-point gap between *how well the College uses employee ideas for improvement* and *how employees feel the College should use employee ideas for improvement*. This was one of the largest performance gaps identified on that survey. Addressing that concern is an opportunity for improving the campus culture, and the 2004 results of the same survey indicated that while there is still room for improvement, progress has been made. In 2006, overall 56% of all Terra full-time faculty members were satisfied or very satisfied (down from 69% in 2004 but up from 50% satisfaction in 2002) with their employment at Terra. Four survey items had a large performance gap in 2006 but not in 2004: 1) This institution plans carefully; 2) Team efforts are effective in this organization; 3) Administrators pay attention to what I have to say, and 4) This institution involved its employees in planning for the future. The college commissioned a team to examine the survey results and determine how best to address the issues. The team has made recommendations to Administrative Council.

Respect for intellectual property is stressed in the College composition courses and in research assignments throughout the curriculum. It is also reinforced by the library staff assisting students with research and in the “Acceptable Use Policy” that students, faculty, and staff sign for computer access.

The College faculty, staff, and Multicultural Advisory Committee (comprised of business professionals, community members, and students) work to attract more students that add to the diversity of the campus community and help our students gain greater respect for cultural diversity. The College hosts activities that promote appreciation of cultural diversity such as college fairs for Latino and African-American students attending our local high schools; campus speakers, and the Estrella Service Award which recognizes the achievements of Latino community members. Students, faculty and staff are encouraged to attend and support these activities. Our students pursuing careers in public service enroll in Sociology 212 *Cultural Awareness* to gain greater appreciation for the features of diverse cultures. A Cultural Anthropology course was added to course offerings in the 2004-2005 academic year.

Processes (P)

1P1 Determining common student learning goals

Terra has a formalized assessment of student learning plan that is responsive to the North Central Association of Schools and College’s guidelines for a successful program to assess student learning. Learning outcomes for general education are assessed for all students, regardless of program of study. In addition, faculty has identified learning outcomes for each applied degree program and these outcomes are reviewed annually. Most faculty who teach in arts and sciences have developed learning outcomes for their disciplines and are determining how these outcomes will be assessed.

Intentionally, the general educational goals and program-related learning outcomes of an instructional program are placed at the center of the Assessment of Student Learning model. Individual courses contribute elements of the program's overall objectives and at specific points (courses) in the program, student learning is cumulatively assessed, that is the assessment activities focus on all of the objectives taught in that course and those preceding it.

This model includes multiple measures and multiple evaluators and is built around five criteria:

1. It is faculty-driven to inform teaching practices and curricular decisions.
2. It has a focus on what is practical and "doable."
3. Assessment activities are built-in to the program in an integral fashion.
4. Multiple measures are used to examine different aspects of learning in appropriate ways.
5. Multiple evaluators are used to ensure objective analysis.

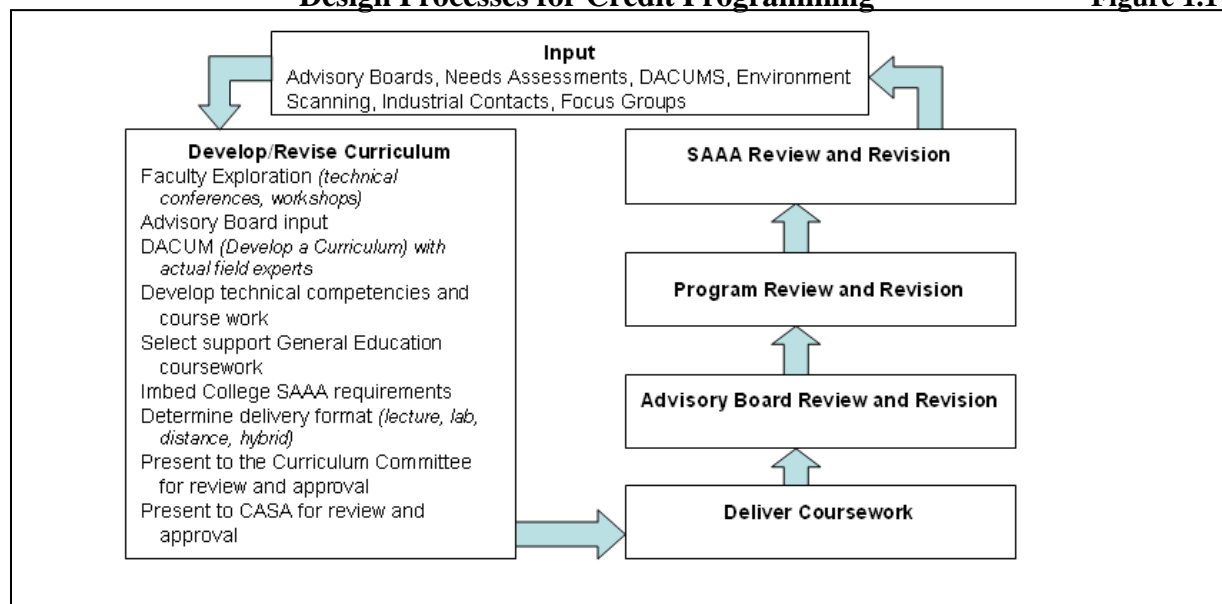
While the division deans assist full- and part-time faculty to develop core competencies for class objectives, curriculum, and syllabi, the role of the faculty in the plan is significant and all encompassing. As this plan is fully implemented, faculty are asked and empowered to:

- Determine how information provided by the assessment process will be used to effect any needed curricular changes, more effective academic support services, and teaching and learning improvements
- Develop and implement assessment activities within and for their programs, and participate actively in the development and implementation processes
- Determine how assessment results will be used to identify what is needed to improve student learning, and use the results to design and implement changes
- Monitor the effects of any changes made for the purpose of enhancing student learning
- Determine whether and to what extent students' academic achievement improves

In addition, faculty use the assessment process to monitor and improve the delivery of each program. Faculty and academic administrators are continuously revising curriculum to better meet the needs of students and employers. To insure that a student's educational, developmental, and well-being needs are met, Terra has an on-going curriculum development/revision process in place. Because of semester conversion, all program and course curricula have been scrutinized. Some courses have been combined while others have been eliminated. The state has developed draft general education goals which are included in transfer module courses. Terra's general education goals were reviewed by the faculty and updated to reflect state goals for general education.

1P2 Design of new courses and programs

New program development and program revision are based on input from advisory boards, needs assessments, DACUMS (Developing a Curriculum), environmental scanning, and one-on-one meetings with industrial contacts, faculty exploration, and focus groups. Once a decision has been made to develop or revise a curriculum, faculty and academic administrators work together to develop new curriculum or to make the necessary changes to curriculum and to present the recommended course work to the Curriculum Committee and CASA for approval. The design cycle is depicted in Figure 1.1.

Design Processes for Credit Programming**Figure 1.1**

The faculty recognizes the importance of balancing educational market issues with student needs in designing responsive academic programming. DACUMS are conducted periodically for programs to ensure that students are being prepared to meet the employment needs of our service district. DACUM participants, potential employers and individuals working in the field, spend one day on campus generating the competencies that they would expect in an employee. Faculty may observe, but not participate. Based on the outcomes of the DACUM, faculty revises the curriculum.

Face-to-face meetings with students also provide rich information upon which to develop or modify programs and services. College administrators, faculty and staff support an unwritten “open door” policy that encourages students to interact with them. Faculty and staff advisors to student clubs and organizations provide student feedback related to needs and expectations to the appropriate council or team when called upon, or when action is needed. Students also serve on various teams and committees where they share input related to student needs and expectations.

All of these sources provide information on the quality of and satisfaction with programs, services, faculty members, staff, facilities, laboratories, and educational methods. Key findings from these data gathering efforts are presented in faculty meetings, college-wide meetings, and are included in divisional reviews that drive planning and improvement initiatives. Since the implementation of Terra's council structure, CASA has been charged with providing the oversight necessary to maintain programs and courses that are responsive to the needs of our students and community. The diverse composition of CASA helps to ensure that the various student-learning needs are considered and addressed when curriculum is developed or revised.

In August of 2006, Terra switched from a quarter system to a semester system. A new semester catalog was published in the spring of 2006 so that students would be aware of the new semester courses and semester curriculum.

Educational programs meet key design and delivery requirements using a variety of evaluation methods for students. These include oral presentations, written presentations, projects, and competency based evaluation. The College also follows the program review process (described in 1P8) as well as annual faculty evaluations that include student reviews and a professional growth component to ensure we are meeting all requirements.

1P3 Required student preparation

A student's success in any curriculum is seriously jeopardized when the student is deficient in basic mathematics and communications skills. Consequently, all new students are given the ACT COMPASS® placement test prior to the scheduling of any courses. When necessary, students are placed in developmental courses to ensure that they have the minimum basic skills deemed essential by faculty to succeed in not only general education courses but also in specific program courses. ACT scores may be used in place of COMPASS scores.

In addition, many courses, both technical and/or general education, have pre- and/or co-requisites that must be completed prior to or simultaneously taken with a course. Each semester course has been thoroughly examined to ensure that the pre- and co-requisite courses have been established. Faculty based the pre- and co-requisite courses on an assessment of what academic preparation is necessary for student success.

In the fall of 2004, The English department added an ENG102 course (Basic College English) to the curriculum. This course is an intensive introduction college writing course that is based on reading. Students scoring between 60 and 69 on the writing portion of the COMPASS test enroll in this course to receive significant in-class writing instruction, in order to achieve clear, thoughtful writing that is coherent, organized, and well-developed. When the college switches to semesters, this course will continue to be offered. With the switch to semesters, the ENG 102 class was converted to five semester hour ENG 1020 to allow enrolled students additional classroom time with an instructor.

In order to help students succeed in distance learning classes and to realize the demands of an online course, Terra offers an online orientation to distance learning, which can be found at <http://www.terra.edu/academics/distance/orientation/homepage.asp>. The college determined that new students would also benefit from an orientation to the college. The college created a general orientation course for new students (GEN 1000.) This orientation course is available online at <http://www.terra.edu/academics/distance/GEN1000/home.asp>. Topics include the use of the student portal, assessment of student learning through the use of the e-portfolio; a cultural diversity writing assignment, knowing the library, student resources available on the campus, academic planning, study skills, and career services. Online sections of the course seem to be more popular than traditional class meetings. All Terra students are now required to use their Terra email address. This has eliminated many problems that distance teachers faced with emails not reading various student email addresses.

1P4 Communicating expectations to students

Current and prospective students can find information regarding student preparation and student learning objectives in the College catalog (both online and in paper). They may view curricula for all of the degree programs as well as for certificate programs at <http://www.terra.edu/register/collegecat.asp> and view curriculum sheets and program fliers for various degree programs by clicking on the appropriate degree and then clicking on the program. They may also view information related to the Center for Learning Achievement, tutoring services, and Math and Writing Labs at <http://www.terra.edu/support/>. In addition, learning objectives are listed on syllabi, which are available in the division offices, for all courses. Many syllabi are also available online and can be found under the appropriate technology.

The assessment plan for each technical program includes those general, as well as program learning outcomes, that faculty have determined a graduate should possess. Faculty engage students in this assessment process by telling them, in specific courses, which assessments are part of the assessment plan and what competencies are being measured. In addition, an annual report is presented to the Board of Trustees regarding the results of this assessment process.

The Office of Enrollment Services works closely with the academic programs to ensure that advisors are aware of and can inform students regarding the academic preparedness required for specific courses and programs. During the 2005-06 academic year, students were asked to meet with an Advisor to create a Transition Plan. Although many students created their plan, there were many who did not. Students who have taken classes under both the semester and quarter system are required to meet with advisors to create their Transition Plan before they can apply for graduation. This plan is a document signed by both the student and the advisor and lists the combination of semester and quarter courses that the student must complete to be eligible to graduate. The College has created a webpage to answer questions about the semester conversion process, which can be found at <http://www.terra.edu/about/helpfulinks/SemesterConversion.asp>. Notebooks have been created for each full-time faculty member as well as any other advisor to aid them in their academic advising. Although it was hoped that all students would create a transition plan before the College switched to semesters, some students have not created their plan. If a student has not created a plan by the time they apply for graduation, the student will be notified by the registrar's office that they must meet with an advisor and create their plan prior to a graduation audit.

1P5 Advising and Placement

The overall method of helping students learn begins at the initial intake of the individual. Giving students the opportunity to understand their strengths and interests begins with the ACT DISCOVER® self-assessment test. The assessment tool helps students learn about themselves and aids in identifying personal interests, abilities, and work relevant values. Career planning or academic planning that utilizes an assessment tool will guide students into areas best suited for their learning ability and potential. Students may log on anytime and anywhere to complete this assessment at <http://www.act.org/discover> using a user ID and password supplied by the Office of Career Services.

Often students are referred to faculty advisors who can also assist students and prospective students with self-assessment, help students make career decisions, and provide information about the world of work.

As described in 1P3, Terra requires a placement examination in reading, writing, and mathematics to detect discrepancies and deficiencies in academic preparedness. Students who score below the required minimum on the placement examination are required to successfully complete coursework through the Center for Learning Achievement (CLA). The center offers basic academic skill enhancement in mathematics, reading, and writing. CLA classes are individualized. Many types of teaching techniques, including multimedia programs, modular exercises, computer-assisted instruction, lectures and the Internet are used. These courses develop basic college skills designed to help students prepare for advanced college work and help students build self-confidence. CLA courses provide an excellent transition for the under-prepared student, the older student coming back to school, and the student who wants to take refresher courses.

The CLA also offers workshops that help students understand different methods for taking notes, tests, and developing good study habits. Additionally, the Office of Learning Support Services provides auxiliary aids, accommodations, and support services to students with disabilities to ensure that such students are not denied the benefits of, or excluded from, participation in any program or activity offered by the College.

1P6 Documenting teaching and learning effectiveness

As explained in 1P1, Terra's plan for the assessment of student learning provides a process for the assessment and documentation of student academic achievement. Faculty members define program-learning outcomes to be included in the assessment process, which are stated in broad terms and are supported by course competencies from multiple courses. Faculty are encouraged to include assessment learning outcomes in three to four courses, with one course at the entry point of the program, one to two courses in the middle of the program and one course, minimally, at the end of the program. Assessment techniques used by the faculty include portfolios, capstone courses and projects. Faculty members are reminded to ask themselves this question: *What would a graduate of my program need in terms of knowledge, skills, and abilities to compete in the job market and to be successful on the job?*

During 2003-2004, the College developed an Action Project to

1. Expand the scope of our assessment of student learning by including the AA & AS degrees in the assessment process
 - Identifying learning outcomes for all AA & AS concentrations
 - Developing and offering a capstone course for AA & AS degrees
 - Developing assessment activities for Composition I and for the capstone course
2. Enhance the implementation of the SAAA plan
 - Developing a portfolio process for documenting the assessment of the general education goals
 - Developing and offering an orientation seminar for all degree seeking students
 - Promoting professional development opportunities for faculty

Learning outcomes have been developed for all AA & AS concentrations and a capstone course has been developed for these degrees. This course, "Leading by the Humanities," was taught for the first time during the spring of 2005. The general education goals are listed in the Terra catalog so that all students are aware of these goals. All of the new semester syllabi list the applicable general education goal or goals which are assessed in each individual course. Terra's change to semesters allowed faculty to closely examine their curriculum and to modify and update their program outcomes. These program outcomes are listed in the college catalog under the Program of Study for each technology. Each student graduating under the semester system will have an e-portfolio for assessment purposes. Students are able to access their e-portfolio through their student portal.

A team worked to develop a process to access the general education goals across the college. During the spring 2006 terms, various faculty piloted the CAAP assessment. Beginning in 2007, The CAAP assessment became a requirement of all degree seeking students.

Students have the opportunity to evaluate the teaching and learning that occurs in traditional classes each term. When Terra was on quarters, one-third of all classes were evaluated each term. Now that Terra has switched to semesters, one half of all classes are evaluated each term so that every teacher is evaluated by students during one term of the year. Students enrolled in distance courses are asked to evaluate the instruction each term. Also, all nursing classes will be evaluated each term. Distance students are sent a letter directing them to the website at <http://www.terra.edu/academics/distance/dl/evaluation.asp> to complete an online evaluation. After reviewing student evaluations, faculty completes a self-evaluation, which can be viewed at <http://www.terra.edu/academics/distance//facultyselfevalform.asp>. The College is in the process of purchasing a new content management software. Once the conversion to the new software occurs, the online evaluations will need to be converted.

1P7 Instructional delivery processes

Coursework is delivered using a variety of formats. Most Terra courses are delivered in a traditional manner, with lecture, lab, and seminar formats, and are often supplemented with technology. Terra offers both day and evening classes since our student population prefers both day and evening classes. The College offers some weekend courses, but the bulk of the courses are offered Monday through Thursday. Workshops/non-credit seminars and customized training for business and industry are also offered through the Kern Center.

In the summer of 2007, Terra began working with area K-12 school systems and high schools to establish college readiness standards and to assist high schools in delivering those standards. Our goals are to increase student success rates at Terra and to increase our own retention and persistence rates. We are particularly active in working with students of color because our rates of participation among this group of students don't match the demographics of our service district, and we would like to add more enrollment balance within this segment of our region. We're having great success with a specific partnership among Fremont City School District, Heidelberg University, and the African American College Club.

The College also offers a variety of distance learning courses through the use of interactive video, the Internet, videos, and print materials. Some general studies courses are broadcast via

interactive video to area high schools during the daytime hours. In addition, Terra is collaborating with Lorain County Community College (LCCC) to meet a need in our service district for phlebotomists. Students can receive a Phlebotomy Certificate from LCCC by taking Terra courses on Terra's campus and LCCC courses delivered via interactive video during the same term. Additional courses are offered via distance either via the Internet or via a combination of the Internet and videos. Plans are underway for further collaboration with LCCC in the area of allied health.

Hybrid courses are also offered at Terra. These courses allow students who have a busy work schedule to fit more courses into their schedules because hybrid courses meet for approximately one-half of the course time on campus. The remainder of the course is delivered via the Internet or some other distance format. Internet courses can be accessed at www.terra.edu/academics/distancelearning.asp. Although the College had seen a significant increase in the number of hybrid offerings for the 2005-06 academic year fewer hybrid courses were offered during the 2006-07 academic year.

1P8 Curricular currency and effectiveness

The College reviews each program for currency and viability every three years. The review includes

- 1) A review of the data from the Office of Institutional Assessment, environmental scanning, the assessment of student learning, advisory boards, and employers.
- 2) Identification of program strengths, weaknesses, and opportunities for improvement.
- 3) Development of an Action Plan that addresses each opportunity for improvement, including specific action steps, dates of completion, and the persons who will be responsible.
- 4) Presentation of Action Plan to the President and the Vice President of Academic and Student Affairs.

If the program review process reveals issues related to the viability of the program, such as low enrollment, prohibitive costs which are not off-set by enrollment or lack of job opportunities for graduates, the program will be placed on probation and the faculty and academic administrators will have a one to two year window to address the issues. If the issues are not addressed, steps may be initiated to close down the program.

Terra uses its Advisory Boards and DACUMs to monitor the currency and effectiveness of its curriculum. Advisory Boards meet at least once a year with the program faculty to discuss curriculum, recruitment, and job placement. Members of the community are invited to participate in DACUMs to update curriculum. Based on the DACUM, courses are added, revised, or discontinued.

Environmental scanning has played a role in changing curriculum at Terra. The Director of Institutional Research performs environmental scanning. Information collected during fiscal year 2006 found trends in such areas as national employment, transfer opportunities, and technology in education, which impact curricula changes. In addition, roundtables with Business and Industry are used to provide an opportunity for Terra faculty to exchange information and ideas with employers and their technicians on training and program needs. Terra's strategic plan includes building and revising programs and curricula based upon the latest technology and the

skills required by workers in the field. Therefore, Terra believes that it is essential to maintain on-going communications with employers and technicians.

1P9 Determining student and faculty support needs

A variety of methods are implemented to gain the input of students related to their general and special needs and expectations. Three councils, CASA, EMC, the Administrative Council, and the strategic planning teams drive the decision-making efforts for the College. Students hold seats on two of these councils and provide input as the councils address current issues and projects. Commonly, students are asked to gather additional input from their peers regarding an issue and share this information with the council for further discussion.

Face-to-face meetings with students, an open door policy that encourages students to interact with staff and faculty, staff advisor interaction with students involved in student clubs and organizations, and student participation on College decision-making councils and teams provide student input on key student service requirements. Members of Student Senate also serve on the Student Appeals Committee, the vehicle by which students can grieve concerns related to College policies, practices of the institution or the individual, or inappropriate service offerings.

All of these sources provide information on the quality of and satisfaction with programs, services, faculty members, staff, facilities, laboratories, and educational methods. Key findings from these data-gathering efforts are presented in faculty meetings, and college-wide meetings.

The Student Satisfaction Survey provides the College with information on how students perceive aspects of the College, including student services. The survey also provides comparative data allowing faculty and staff to see how the students' perceptions change over time and how they compare with the perception of other two-year college students. Follow-up focus groups with students are conducted as necessary.

Faculty may suggest additional learning support services to an academic dean or the academic vice president. For example, faculty members have identified the development of writing skills throughout the curriculum as a student learning need. In response to this need, the English department established and continues to support a walk-in Writing Center for students to receive individual assistance with any writing assignment for any class.

Complimentary to writing skills is the need for students to learn how to research subjects. The library supports this need by providing individual and group instruction on the identification and use of resource materials. An example of how these support services can work collaboratively to promote student learning is when a biology instructor assigns a research paper. The biology students are referred to the library for supplementary instruction on topic selection and accessing resource materials. As these students complete their first draft of the research paper, they are referred to the Writing Center for help with their essay's organization and grammar. The assignment encourages students to access learning support areas to improve their writing and research skills.

Students continually identify skills and confidence in mathematics as a support need. In response to this need, the College has a walk-in Math Lab that shares space with the Writing

Center. Both are located in a prominent place on campus to be more readily accessed by students and are staffed by faculty members interested in providing individual tutoring.

The Math Lab and Writing Center address the immediate questions and needs of students. When a faculty member recognizes a student's need for several tutoring sessions to provide ongoing support, then the student is referred for peer tutoring, coordinated by the Coordinator of Learning Support Services. Students with the requisite skills and knowledge are recruited, trained, and paid to serve as peer tutors. In addition to instructor referrals, students may also initiate the request for a tutor. Tutoring services are provided free of charge.

SMARTHINKING, an online tutoring package, has been available for all students for the past two years. Students can receive tutoring 24/7 in a variety of topics such as English, economics, science, and mathematics. Mathematics students in beginning and intermediate algebra also have access to the online MyMathLab provided free of charge. MyMathLab has 24/7 tutoring and allows students to take practice tests and quizzes on various mathematics topics. Topical instructional videos are also available to the students through MyMathLab. Because not all Terra students have high speed Internet access, Terra received permission to copy these videos and have them available to the student on CDs.

Departments and councils identify training and development needs. Faculty also identifies education and training through the evaluation process when growth and improvement goals are established with their supervisors. In addition, faculty is surveyed on a regular basis regarding instructional support needs. These needs are generally met through professional development activities. New instructors participate in an orientation program, having a senior faculty member serve as their mentor. Summer institutes are offered on various teaching, learning, and technology topics for faculty to enhance their skills and share their techniques.

Participation in AQIP has led to an enhanced delivery of professional development activities. One of the College's first goals related to *Helping Students Learn*. That goal was to enhance teaching and learning for all full-time and adjunct faculty through a variety of professional development and mentoring programs. To support this goal, the Summer Institute was developed to provide opportunities for faculty to share expertise related to both pedagogy and instructional technology with other faculty. Later, a Winter Institute was added. These institutes have been extremely well received by faculty who suggest topics and participate as learners and facilitators.

1P10 Alignment of curricular and co-curricular goals

CASA is the governing body that charters teams to address specific curricular and co-curricular needs, acts on team recommendations, and reviews and approves course and curricular changes. The instructional and student development divisions are well represented on CASA. The representation of the student affairs personnel on CASA provides a vehicle for student development views to be conveyed in curricular and instructional decision-making. This collaboration between instruction and student development is evidenced in CASA's establishment of service-learning opportunities linking students to community and campus service positions related to their course of study. The development of an Honors Program has also been a CASA-sponsored project involving student development and instructional personnel.

When student affairs teams are formed to improve processes (such as new student testing and orientation, advising, career services) or address student needs (such as extracurricular activities), there is a very conscious effort to ask for faculty membership on the team. The formation of a work team includes a “who’s not here session” to determine stakeholders that need to be represented. The alignment of curricular and co-curricular goals is reinforced by the inclusion of faculty members on student affairs teams.

1P11 Student Assessment Processes

The College assesses learning at the course and program levels. Faculty within programs and disciplines determine assessment activities that include, but are not limited to, tests, projects, case studies, research papers, and portfolios. The program-related learning outcomes of an instructional program are also determined by faculty and are placed at the center of the assessment process. Individual courses contribute elements of the program’s overall objectives and at specific points (courses) in the program, student learning is cumulatively assessed, i.e. the assessment activities focus on all of the objectives taught in that course and those preceding it. At the program level, general education goals are assessed for all students. These goals were developed and agreed to by all faculty at a series of general faculty meetings.

1P12 Student preparation for further study or employment

Terra offers capstone courses in many of its technologies. These courses, typically offered during the student's final term, provide a synthesis of all previous coursework in the degree. The faculty member can then judge the student’s ability to apply the knowledge and skills learned through his/her coursework.

Many students participate in the Cooperative (Co-op) Education program, practicums, or work experience. These programs provide students with an opportunity to relate classroom studies to the world of work and learn important job skills while pursuing a college degree. Employers evaluate student performance in co-op education activities, as well as those who participate in practicums or work experience. Engineering students who begin their course of study under the semester system will be required to enroll in either a capstone course or a cooperative work experience as part of their graduation requirement.

Several of Terra’s technical majors prepare students for certification or licensure tests. The passage rate of our students shows that our students are well prepared to enter their chosen field. On a cyclical basis, employers of Terra graduates and the graduates themselves are surveyed during the program review process to determine how well their education prepared them for employment.

Once students transfer to a four-year institution, their activities are monitored and their success rate is examined. Terra students are as successful as students who began their college career at a four-year institution. The Performance Report published by the Ohio Board of Regents in each of the last four years, documents the performance of students at four-year institutions who have transferred from two-year institutions. The documentation can be viewed at <http://regents.ohio.gov/perfrpt/index.php>. Data is available from 2003 through 2006.

Panels of faculty and administrators from across the state, under the direction of the Articulation and Transfer Advisory Council, have developed Transfer Assurance Guides (TAG) and Technical Transfer Cores (TTC) for the various disciplines. The development of the TAGs and TTCs are part of the implementation of the Articulation and Transfer Advisory Council's recommendations and are responsive to the state's legislature requirements regarding transfer of credit. The TAGs and the TTC's are intended to serve as advising guides for students and will function as a guarantee of course transfer and application to degree requirements among public colleges and universities. Terra has modeled its Associate of Arts and Associate of Science concentrations on the TAGs. As of June 2007, there were 61 approved courses for the Transfer Module and 21 approved courses/course sequences for the TAGS. For the latest Transfer Module approvals, please see the following: <http://regents.ohio.gov/transfer/modules/index.php> . Approved TAGS may be found at: <http://regents.ohio.gov/transfer/tagcourses/index.php> .

1P13 Measures of student performance

The College's academic assessment program encompasses assessment of student learning at the course and program level. In addition, annually, Terra collects, analyzes, and provides performance reports to trustees, faculty, staff, and the Ohio Board of Regents. Terra's performance results can be viewed at <http://regents.ohio.gov/perfrpt/index.php>.

Measures of student performance include:

1. Annual retention rates the percentage of students who begin first year study and are persisting in college the next year.
2. Graduation/degree/certificate completion.
3. Placement of graduates in the workplace.
4. Number and rate of transfer students.
5. The amount of time and credits it takes to complete a certificate or degree.
6. The impact of non-credit and job related training in the community.
7. State licensure in specific programs pass rates.

In addition to these, Terra also uses Noel-Levitz survey tools to track student satisfaction.

Results (R)

1R1 Results for common student learning objectiveness

The annual report on the assessment of student learning may be viewed at <http://www.terra.edu/about/assessment/results.asp>.

In assessing student learning and student success, the College looks to many indicators. Persistence to graduation would appear to be a good indicator of student learning and definitely of student success. According to the OBR 2006 Performance Report (<http://regents.ohio.gov/perfrpt/2006/>) Terra is performing better than other two-year institutions in terms of persistence to graduation. Of the first-time, full-time freshmen that began study in 1998 at Terra, 24% graduated from the institution and 28% graduated from some state institution. Similarly, full-time freshmen who began study in 1999 at Terra, 24% graduated from the institution and 25% graduated from some state institution. Statewide the percentage of full-

time freshmen that began study in 1999 varies from 7% to 27%, indicating that Terra is doing an excellent job of not only educating students but also in helping them to attain an associate degree.

The 2001 to 2002 persistence of first-time, full-time, degree-seeking students was 57% for students continuing at Terra and 64% for students continuing at any institution. Terra’s persistence rate is average when compared to other two-year institutions at both the state and the national level. Statewide persistence rates at community colleges, state community colleges, and technical colleges ranged from 42% to 73%.

The College realizes that as a commuter college with a diverse student population, many of the students

- “Stop out” of higher education due to economic reasons or family circumstances with the intention of returning later;
- Decide that their career interests are best met outside of higher education (this is a “drop out”); or
- Transfer to another institution.

During 2006, 12% of Terra students transferred to another educational institution, comparable to the state community college average of 14% within the same year (Performance Report for Ohio’s Colleges and Universities, 2006). Specifically, Terra students have transferred to 13 state-assisted Ohio four-year universities and 19 two-year state-assisted Ohio colleges since 2000.

Academic success for two-year transfers in Ohio may be measured through the Grade Point Averages (GPA). The following table assesses students during their junior year of college who have transferred to a university versus those who start at a university main campus. These results indicate that students who transfer to the university main campuses from two-year institutions are academically well-prepared.

Table 1.3 Academic Success of Juniors in Fall 2005

| TYPE OF STUDENT | FALL 2005 GPA |
|--|---------------|
| Junior, no credits earned at two-year college | 3.1 |
| Junior, 30 or fewer credits earned at two-year college | 3.0 |
| Junior, more than 30 credits earned at two college | 2.9 |

Performance Report for Ohio’s Colleges and Universities, 2006

Transfer success may also be measured in the average credit hours transferred, in addition to the GPA. The following table shows successful transfer over the last four years for Terra students to the University of Toledo.

Table 1.4 Transfer Success at the University of Toledo by Terra Students

| FISCAL YEAR | # TRANSFER STUDENTS | AVERAGE CREDIT HOURS TRANSFERRED | EARNED AVERAGE GPA (UT) |
|-------------|---------------------|----------------------------------|-------------------------|
| 2003-2004 | 25 | 43.7 | 2.754 |
| 2004-2005 | 35 | 46.1 | 2.775 |
| 2005-2006 | 28 | 43.5 | 2.760 |
| 2006-2007 | 24 | 47.9 | 2.760 |

Data provided from the Admissions Office at the University of Toledo

Other success indicators that may be used include graduation and persistence rates, as follows:

1. **Graduation Rate:** When comparing graduation rates at the five year mark, approximately 34% of the state community college transfer students have graduated with bachelor’s degrees, compared to 71% of the non-transfer students. Please note, however, that transfer students may make slower progress toward completion of bachelor degrees than those who begin at the university. This is due in part to having to accumulate 9 to 11 more credit hours than non-transfer students.
2. **Persistence Rate:** Persistence combines the number of students who are actively pursuing a degree fulltime with those who have graduated. For state community college transfer students, this rate is 70%, as compared to 81% for non-transfer students.

In addition to direct transfer data, data has been assessed for the “swirling” effect that occurs. (Swirling is the concurrent enrollment of students at multiple campuses or colleges.) The state community college average for swirling is 2 - 3% for any given year, although the state-wide average is 6% (due to the contribution from regional campuses of the universities). Approximately 2 % of Terra’s students are swirling at any given point in time; institutions indicated for Terra students include eight four-year universities and eight two-year colleges since 2000. Table III indicates the number of students who swirl, and with which institutions.

Table 1.5 Concurrent Enrollment, Fall Terms Since 2000

| INSTITUTION | CONCURRENT COUNT, FALL TERMS | | | | | | |
|---------------------------|------------------------------|------|------|------|------|------|------|
| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 |
| Bowling Green State Univ. | 19 | 20 | 13 | 6 | 12 | 10 | 8 |
| Lorain County CC | 0 | 0 | 2 | 3 | 12 | 10 | 7 |
| Owens CC | 13 | 3 | 9 | 9 | 7 | 9 | 14 |
| Univ. of Cincinnati | 3 | 3 | 2 | 2 | 0 | 2 | 3 |
| Univ. of Toledo | 2 | 5 | 11 | 4 | 6 | 2 | 2 |
| Other State-Supported | 10 | 4 | 4 | 4 | 2 | 1 | 1 |

Approximately 78% of all higher education graduates in Ohio remain in Ohio for employment, according to the Performance Report for Ohio’s Colleges and Universities, 2004. During 2003,

88% of the spring graduates with an associate degree remained in Ohio for employment or to attend additional college (such as for a bachelors’ degree). This has been consistent throughout the last five graduating classes.

The rate for Terra was higher than the state average, with 91% of Terra graduates either being employed or having attended college six months after graduation. These statistics place Terra near the top of Ohio community colleges in ranking for employment and/or college retention following graduation.

In terms of salary, first-year full-time earnings for associate degree recipients in Ohio averaged \$34,400 for Spring 2003 graduates. A review of annual earnings for Spring 1999 graduates who were employed fulltime in Ohio during Fall 1999 indicates a 34% change, or an increase from \$31,293 to \$41, 862 five years later.

**Table 1.6
Employment and Earnings Trend for Sp ‘99 Associate Degree Graduates
Who Began Working FT Within 6 Mos. of Graduation Table**

| SUBJECT AREAS | # EMPLOYED 1999 | # EMPLOYED 2004 | AVG. EARNINGS YEAR 1 | AVG. EARNINGS YEAR 5 | % CHANGE |
|----------------------|--------------------|--------------------|----------------------------|----------------------------|-------------|
| Health | 1,756 | 1,458 | \$31,596 | \$43, 017 | 36% |
| Business | 997 | 796 | \$29,892 | \$37,753 | 26% |
| Engineering | 669 | 556 | \$35,827 | \$48,170 | 34% |
| Arts & Humanities | 377 | 291 | \$29,263 | \$39,574 | 35% |
| Total Assoc. Degrees | 4,663 | 3,775 | \$31,293 | \$41,862 | 34% |

1R2 Evidence that students have acquired the knowledge and skill base required for the awarding of specific degrees or credentials

Many Terra Community College Associate of Arts and Sciences and Applied Science graduates transfer to Bowling Green State University (BGSU), which is located 30 miles west of Terra’s campus and is the closest state university. Terra graduates who transfer to BGSU earn a higher grade point average after transfer than the grade point average earned by native BGSU students. The BGSU Admissions Office has been very open about this fact and as a result has aggressively recruited Arts and Sciences and Applied Science graduates from Terra. Although other local universities have not tracked the performance of transfer students to the extent that BGSU has, the University of Toledo, the University of Cincinnati, Tiffin University, Heidelberg College, Franklin University, Lourdes College, the University of Findlay, and Ashland University actively recruit Terra graduates by bringing representatives on campus to meet with students and instructors.

Over the past several years, the College has worked extensively with the receiving colleges and universities of Terra graduates to better understand the expected academic requirements for transfer students. Terra is also working closely with BGSU, Lourdes College, Tiffin University, Franklin University, and the University of Cincinnati on bachelor degree completion programs that Terra graduates can pursue on the Terra campus. These partnerships provide further

evidence that Terra graduates have the knowledge and skills being sought by other educational institutions.

Goals for most graduates include either finding a job, continuing further higher education or both. Since the State of Ohio does not want “brain drain” where graduates leave the state for purposes of continuing higher education or gaining employment, statewide measures have been developed as an early warning system. To accomplish this, a data matching program with the Ohio Department of Jobs and Family Services was designed to track in-state employment of graduates.

Approximately 77% of all Spring 2000-2005 higher education graduates in Ohio remained in Ohio for employment, according to the Performance Report for Ohio’s Colleges and Universities, 2006. During this same period of time, 86% of the spring graduates with an associate degree remained in Ohio for employment or to attend additional college (such as for a bachelors’ degree).

The rate for Terra Spring 2000-2005 graduates was higher than the state average; 90% of Terra’s 1,023 graduates during that time were either employed or had attended college six months after graduation. Within Ohio state community colleges, this remained in the top ranking for employment and/or college retention following graduation.

First-year full-time earnings for associate degree recipients in Ohio averaged \$35,648 for Spring 2005 graduates. (It should be noted that the average salary was higher for associate degreed recipients (\$35,648) than those earning baccalaureate degrees (\$33,218) during the first-year due to the number of associate degrees in the engineering and health fields.)

Table 1.7: Associate Degreed Graduates in Ohio, Spring 2005

| SUBJECT AREA | # GRADUATES | % EMPLOYED OR FURTHER EDUCATION | AVG. SALARY FULL-TIME 2005 | AVG. AGE |
|------------------------------|-------------|---------------------------------|----------------------------|----------|
| Arts & Humanities | 1,581 | 89% | \$29,929 | 27 |
| Business | 1,508 | 86% | \$31,685 | 31 |
| Education | 287 | 84% | \$23,778 | 28 |
| Engineering | 1,033 | 84% | \$37,026 | 28 |
| Health | 3,102 | 89% | \$40,461 | 31 |
| Natural Sciences | 664 | 83% | \$31,989 | 28 |
| Social & Behavioral Sciences | 298 | 85% | \$25,468 | 31 |
| Other | 739 | 85% | \$34,690 | 29 |

A five-year salary analysis indicated that 78% of the Spring 2001 Associate Degree graduates had remained in Ohio for either employment and/or for purposes of further education. Since retention of college graduates is important to the economic development of the state, this is a positive indicator. As well, average earnings in year 5 for these graduates was \$42, 809, which was a 33% increase during that time period.

Table 1.8: Employment and Earnings Trend for Spring 2001 Associate Degree Graduates in Ohio, Those Who Began Working Full-time Within Six Months of Graduation

| SUBJECT AREAS | # GRADUATES | # EMPLOYED OR FURTHER EDUCATION 2001 | # EMPLOYED OR FURTHER EDUCATION 2005 | AVG. EARNINGS YEAR 1 | AVG. EARNINGS YEAR 5 | % GROWTH IN SALARY |
|------------------------------|-------------|--------------------------------------|--------------------------------------|----------------------|----------------------|--------------------|
| Arts & Humanities | 1,467 | 1,307 (89%) | 1,103 (75%) | \$28,622 | \$39,800 | 39% |
| Business | 1,764 | 1,516 (86%) | 1,363 (77%) | \$29,496 | \$38,711 | 31% |
| Education | 241 | 206 (86%) | 181 (75%) | \$23,640 | \$30,057 | 27% |
| Engineering | 963 | 844 (88%) | 762 (79%) | \$35,558 | \$48,042 | 35% |
| Health | 2,316 | 2,062 (89%) | 1,897 (82%) | \$34,626 | \$45,767 | 32% |
| Natural Sciences | 594 | 466 (79%) | 431 (73%) | \$31,421 | \$40,302 | 28% |
| Social & Behavioral Sciences | 258 | 224 (87%) | 197 (76%) | \$25,095 | \$32,767 | 31% |
| Other | 647 | 586 (91%) | 495 (77%) | \$31,005 | \$42,673 | 38% |

Performance Report for Ohio's Colleges and Universities, 2006. Please note that the data used is from a data match between the Ohio Department of Jobs and Family Services and the Ohio Board of Regents and thus this report will not include graduate employment information outside of Ohio.

The employment and further schooling outcomes of Terra graduates is very competitive with other two-year colleges in the state of Ohio. Data from the OBR for 1998, 1999, 2000, and 2001 graduates shows that 82% of Terra graduates found employment in Ohio within 6 months of graduation. The range for other two-year colleges is 75% to 91%. The data also shows that 88% of Terra graduates from these years were employed in Ohio and/or were attending further college in Ohio within 6 months of graduation. The range for other two-year colleges is 75% to 91%. The Ohio Board of Regents also collects data on the average years to degree completion for graduates earning associate degrees. Terra's graduates average 3.3 years to completion. The range for other two-year colleges is 2.7 to 7 years.

During the past five years some of the Terra's applied business and science programs have introduced capstone courses for students in their final quarter preceding graduation. The capstone courses provide students with an opportunity to complete a project that simulates actual production activity. The project requires the students to comprehensively use their acquired skills and knowledge. The instructor guides the students in project selection and monitors the students' progress. Students utilize business and industry contacts for consultation in the course. The capstone courses help students to exercise the skills that they have developed in their program of study. The introduction of capstone courses is needed in more of Terra's technical majors. With the move to semesters, all engineering students are required to enroll in either a capstone course or a co-op as part of their graduation requirement.

Feedback from local business and industry is vital for determining if Terra graduates possess the desired knowledge and skills for successful employment. This feedback is gathered through the use of advisory boards that meet annually for each instructional program and through DACUM meetings periodically to consider curricular and programmatic updates. These opportunities for faculty and administrators to gather information from the employers of Terra graduates are very valuable. These focus groups provide candid opinions about how the programs prepare graduates for the job market.

- The results of the surveys of employers and graduates show that, for the most part, both employers and graduates are satisfied with the level of education of Terra's graduates. According to the 2004 OBR *Performance Report* the "graduates who were most likely to be employed in-state were associate degree graduates." Eight-two percent of Terra graduates (1998-2001) were employed and eighty-eight percent were either employed or continuing their education, according to this same report. (<http://www.regents.state.oh.us/perfrpt/2004index.html>)
- Ninety percent of the students completing the Early Childhood Education degree are licensed for working at centers.

1R3 Results for processes associated with Helping Students Learn

The need for new or improved programs is determined by student demand and driven by the College's environmental scanning process and advisory boards. The Curriculum Committee makes recommendations to CASA for all new curricula or changes to existing credit curricula. CASA explores additional issues such as those related to articulation, scheduling, and delivery methods. OBR guidelines are considered in all development and revision of programs and curricula. Under the supervision of CASA, the College has and continues to develop program specific articulation agreements with surrounding colleges and universities. It also maintains an approved OBR's Transfer Module, which virtually guarantees transfer of specific credit to any other institution in Ohio.

Curricula continue to be revised and updated. In 2003-04, the Digital Media Technology and Graphics Technology were combined to form the Digital Arts and Media Design Technology with five majors. Music expanded its offerings to include a Music Performance Degree and a Music/Business Tech Studies Degree. Real Estate has been added as a major under Marketing. Also in 2003-04, the Electronics degree was dropped from the programs of study.

The Associate of Arts concentrations have changed to reflect the TAGS. Terra has added two education courses to its repertoire: EDU 1010, Introduction to Educational Technology and EDU 1020 Introduction to Education. It has renamed two existing courses to align with the TAGS: EDU 1100, Educational Psychology (previously a psychology course) and EDU 1320, Children with Exceptionalities (previously an early children education course.) In the fall of 2006, Foundations of Education was offered at Terra for the first time. Terra plans to offer these four classes as both a traditional and an online course. Terra has not traditionally been known as a college attended by pre-service teachers. Terra hopes to change this in the upcoming years. Terra's agreement in education with Lourdes College has created a pathway for students who are interested in pursuing a bachelor's degree in pre-k through 3 education without leaving Terra's service district.

The College continues to expand its allied health offerings. In fall 2004, a medical coding certificate and a phlebotomy certificate (in collaboration with LCCC) were added to the curricula. In addition, the Kern Center began offering Basic Life Support for Healthcare Providers, HeartSaver First Aid and CPR. Pharmacy Technology and STNA training are also being offered. In the fall of 2005, a degree in Health Information Technology was offered for the first time. In the fall of 2006, a medical assisting certificate was added along with an Associate Degree in Nursing.

Articulation agreements have been created with area institutions. Terra students can transfer specified courses to Owens Community College and pursue a Dietetic Technician Degree or to BGSU Firelands and pursue a 1+1 Respiratory Care degree with BGSU Firelands. A Medical Laboratory Technician/Laboratory Science Degree is planned for the fall of 2008. Other potential degree programs are being considered including surgical technology, occupational therapy technology, vet tech, gerontology, physical therapy technology, and radiology. Grants are being sought to provide funding for additional allied health programs. Terra is pursuing partnerships with other educational institutions to further expand allied health options.

Although Terra did not have a Summer Institute during 2006, it did hold a Winter Institute during 2005. During the Winter Institute, twenty participants took part in a variety of training opportunities. The sessions ranged from creating on-line tests to using a discussion board. Ninety percent of the faculty would recommend the training to others; 60% said that they would apply what they had learned into their course for the upcoming year; and 80% said that the instruction met their expectations.

In the fall of 2006, Terra introduced a course management system, CAMS, to its faculty. Various training opportunities have occurred and the training has been video-taped to allow all faculty to participate in the training. Terra plans to have all faculty trained on the use of CAMS during the upcoming year. Through CAMS, more faculty will be able to easily convert existing courses to hybrid courses. Through the Course Management System, all faculty have online access to their students. Faculty training is essential so that CAMS can be an effective tool to aid in instruction.

The college recognizes the need to increase its distance offerings and has listed "expand/improve on-line instruction" as part of its strategic plan under Access and Opportunity. Although there has been a decline in the number of high school students who have received instruction through interactive television in the last three years, there has been growth in the number non-credit courses offered through the Kern Center. There has also been a growth of online courses and hybrid courses offered to Terra students. The number of students enrolling in these classes has increased each year.

Terra continues to offer classes via interactive video. *College Composition I, College Composition II, College Algebra, Calculus I, Calculus II, Calculus III, Introduction to Sociology,* and *General Psychology* have been offered the last several years. In addition, the Kern Center has found a new market for interactive video and offers many classes to General Mills employees across the country. During the 2005-06 year, 80 non-credit sessions were scheduled and 57 sessions were held. During the 2006-07 year, 100 non-credit sessions have been

scheduled. In 2005-06, the number of students enrolled in credit distance classes increased by 45% over the previous year. This was due to the large number of students enrolled in hybrid courses (26 sections of hybrid courses were offered in 2004-05 and 53 hybrid courses were offered in 2005-06.)

Library holdings continue to increase. In 2005-06, 1011 book volumes, 965 book titles, 277 sound recordings, 49 DVDs, and 20 videos were added to the library collection. In 2006-07, 895 book volumes, 844 book titles, 231 sound recordings, 174 DVDs, and 36 videos were added. The 2003-03 year was a banner year for circulation of materials, which increased to 11,218. Circulation declined to 8,851 in 2005-06 but rose to 9,986 in 2006-07. Interlibrary loans received from other libraries have shown fluctuation over the years with a high of 1,726 in 1999-200 and a low of 1,159 in 2005-06. In 2006-07 this number rose to 1,512. Students seem to rely on the Internet for many of their research needs.

Through the Center for Learning Achievement, the Writing Center, and the Math Lab, students are able to receive the help that they need to be successful. According to the Center for Learning Achievement's annual assessment report, the number of students enrolling in CLA classes has increased from 426 students in 1996-97 to 718 students in 2003-04 and declined to 612 in 2005-06, while the total number of classes offered annually has remained relatively stable. The OBR Performance Report shows that Terra students who took at least one developmental class at Terra during 2004-05 had an average GPA of 2.7 the following year and successfully completed 80% of the credits that following fall (this was 69% in 2003-04.)

The Writing Center showed a moderate increase in student visits during the 2004-05 academic terms with 839 visits. During 2002-03, 753 students visited the Writing Center while in 2003-04, 759 students visited the center. Record numbers of students (839) attended the Writing Center in 2004-05. This number declined to 724 in 2005-06 and further declined to 474 in 2006-07 when the college switched to semesters.

The Math Lab has increased the hours of coverage during the last few academic terms. During the 2003-04 academic year, there were 350 visits to the Math lab this increased to 679 during the 2004-05 academic year and 425 visits during the 2005-06 academic year. Visits remained fairly constant with the shift to semesters with 413 visits being logged into the Math Lab. The average time per visit in 2006-07 was 68.6 minutes.

In fall, 2005, SMARTHINKING online tutoring became available for all students. Students received tutoring in a variety of topics. During its first year, there were 280 registered users using a total of 378 and one half hours of instruction. In 2006-07, Smarthinking.com reported 640 registered users (157 registering for the first time) using a total of 408 and one half hours of instruction, an 8% increase in hours over the previous year.

Students who are enrolled in distance courses have an opportunity to evaluate their course(s). The College has collected data from the on-line evaluation form for students and is in the midst of modifying the form so that the data collected is immediately placed into a database. For the most part, students are satisfied with their distance learning experience. Data collection is slow. Although students are asked to complete these forms, many do not. Sixty-eight students

completed the online evaluation form for distance learning courses last year; 28 students completed the evaluation form for the online orientation for students wishing to take a distance course. The evaluation form for the online orientation became available midway through the winter quarter and all of spring and summer.

Much was accomplished in the past few years on the Action Project designed to enhance the assessment of general education learning outcomes. The Assessment Committee, which provides direction for this Action Project, developed general guidelines for the e-portfolio process and for the development of an orientation course. The committee reviewed CAAP as a potential assessment instrument and piloted the instrument. Progress related to specific outcomes follows.

Outcome: Development and introduction of a capstone course into the AA & AS curricula

During spring 2005, the two English faculty successfully piloted the capstone courses for AA & AS curricula, Humanities 290: Studies in Leadership. The course will be used as the capstone course for all AA & AS students in 2006-2007. The students' evaluation of the course was overwhelmingly positive, with many comments indicating the course would be a "valuable addition to the college curriculum." The instructors' evaluation of the course was also very positive, with their comments indicating continuing support and enthusiasm for the course itself, as well as gratitude for the opportunity to pilot it, so that it will be even stronger for the initial cohort of AA and AS students in the spring of 2007. One of the English faculty certified to teach Humanities 290 has resigned her position. It will be necessary for another faculty member to be trained in teaching the class.

Outcome: Development and introduction of an orientation seminar for all degree-seeking students

The Assessment Committee recommended the development of an orientation course that would introduce students to not only the e-portfolio process but also to a number of other topics and issues that will be designed to help ensure their college success. The college created a general orientation course for new students which became mandatory for all new students entering the college beginning with the fall 2006 semester. This orientation course is available online at <http://www.terra.edu/academics/distance/GEN1000/home.asp>. Topics include the use of the student portal, assessment of student learning through the use of the e-portfolio; a cultural diversity writing assignment, knowing the library, student resources available on the campus, academic planning, study skills, and career services. Seventeen sections of this course were taught during the fall 2006 semester. During the fall 2007, term a total of 19 sections were offered.

Outcome: Development and implementation of a portfolio process for the assessment of the general education goals

The committee

- Visited Rhodes State Community College to talk with staff and administrators there regarding the implementation of an e-portfolio process

- Determined that E-portfolio assignments will be embedded in courses including the orientation course, two technical courses (one early and one late in the curriculum), English composition, capstone course, and a psychology or sociology course.
- Created a pilot project for fall 2006 to have students submit assignments related to cultural diversity and writing skills.
- Decided that in fall 2007, all incoming students will submit assignments related to cultural diversity and writing skills
- Agreed that a sampling of portfolios would be reviewed annually
- Reviewed the CAAP literature recommended the purchase of CAAP tests for spring 2006 as a complement to the e-portfolio process for the assessment of general education learning outcomes. Tests in reading, writing, and mathematics were piloted.

Outcome: Providing professional development opportunities for faculty related to the assessment of student learning.

The assessment of student learning is included on the agenda of most general faculty meetings to ensure continued education related to assessment. In addition, faculty are encouraged to attend conferences related to assessment, particularly within the state where faculty typically shares assessment successes. A timeline for this project can be viewed at <http://www.terra.edu/academics/aqip/learn.asp>.

Improvement (I)

1I1 How do you improve your current processes and systems for helping students learn and develop?

Academic and the Student Development divisions, the Curriculum Committee, and CASA are all involved in the improving processes and systems when necessary. Faculty and staff are engaged through participation within a division or on the Curriculum Committee or CASA. In addition, teams are formed to address specific issues and an effort is made to ensure the membership includes representatives from all stakeholder groups.

In addition, several of the College's AQIP Action Projects have dealt with enhancing processes for student learning. One of the first projects was designed to enhance the professional development of faculty with the end result being enhanced learning for students. Two of the current plans are related to student learning processes—one relates to distance learning and another relates to the assessment of student learning. Information regarding these action projects can be found at <http://www.terra.edu/academics/aqip/homepage.asp>. One of the new AQIP Action Projects will also address professional develop of faculty with the ANGEL software.

1I2 Setting targets for improvement

As the result of strategic planning efforts, strategic initiatives have been identified and are currently being on addressed by a variety of implementation teams (See 8P1). The College has created a one-page strategic plan which addresses six strategic ends. The plan is revised each year and presented to all employees and the Terra Board of Trustees each year. This document

lists the current initiatives, completed initiatives, tabled initiatives, and future initiatives. This allows employees to see what has been accomplished during the past year.

Initiatives that relate to student learning that are ongoing include development of new programs, expansion/improvement of on-line instruction, responding to diversity changes, and increasing certificates and credentialing. Completed initiatives include revising course scheduling, expanding work experiences, professional development for faculty, and converting to semesters.

During the upcoming academic year, the faculty will continue to work on full implementation of assessment. The analysis of data will receive particular attention. The Assessment Committee has developed a form that applied degree faculty use to record findings related to data. Each term, the Vice President of Student and Academic Affairs emails the form to faculty. Faculty complete the form and return it to the Vice President. Feedback is present to four key constituencies: students, faculty, departments, and the community. Reports are delivered either at general faculty meetings, all campus meetings, or by public folders located on the campus Intranet. The faculty, departments, and administration use these reports to inform planning, budgeting, and resource allocation. Faculty for each applied degree program, as well as for the Associate of Arts and the Associate of Science degrees, have completed matrices that link general education learning outcomes and program/degree-specific learning outcomes to appropriate measurements (e.g., CAAP, E-portfolio, course, etc). The matrices that faculty have created can be found at <http://www.terra.edu/about/assessment/matrices.asp>

In addition, the College is moving forward with assessment planning for the AA and AS degrees. A Humanities course, HUM 270, *Leading by the Humanities*, has been developed and was taught for the first time in the spring of 2005 and has been taught each subsequent spring. Students in the pilot classes provided valuable feedback on the course content and structure, feedback that the instructors have taken into account in their revision of the course. This course is required of all Associate of Arts and Associate of Science students who began at Terra after the summer, 2005 term, and will support a portfolio process which will be implemented next year that documents general education and discipline-specific learning outcomes. The assessment of general education across all programs and disciplines were modified in fall 2006 with the implementation of an e-portfolio and the use of CAAP.

In an effort to ensure that Terra's assessment plan is faculty driven, two faculty members have been appointed to coordinate assessment activities on the Terra campus. Tonya Breidenbach, Associate Professor of Manufacturing Engineering, and Steve Mohr, Lead Faculty for English are the co-chairs. Terra is involved at the state level with assessment planning as well and is participating in Northwest Regional Workshops on Student Success Plans sponsored by the Ohio Board of Regents and hosted by Bowling Green State University and Owens Community College.