

**AQIP Category Eight  
Planning Continuous Improvement****Context for Analysis (C)****8C1 Institutional Vision**

As Terra advances towards 2010, the College's vision is to become the center of educational, training, and cultural experiences for the service district. The vision statement, *Terra Community College: Your Center for Education, Training, and Culture* was developed as part of the College's strategic planning process during "Visioning Day," held on July 22, 2004. (See (<http://www.terra.edu/about/mission.asp>.) Approximately 70 people attended "Visioning Day," including governmental officials, community members, business and industry, transfer institutions, K-12 school systems, media, faculty, adjunct faculty, staff, administrators, and members of the Board of Trustees. During Visioning Day, the key internal and external stakeholders reviewed the data the College had acquired from environmental scanning, surveys, focus groups, and interviews (see 8P1), and discussed what was most important to the College in terms of its mission, vision, and initiatives.

This vision represents that the College will broaden its commitment to the communities it serves by developing new and/or strengthening technical and transfer programs, expanding its noncredit programming and community education, and improving services to students and other stakeholders (both internal and external). Other components include addressing financial and enrollment issues through external collaborations, innovative thinking, and strategic planning. The College believes that enrollment growth may be realized through newly implemented strategies in marketing, recruitment and retention efforts, while fiscal increases may result through grant opportunities, increased enrollment, and collaborative efforts.

During Spring 2007, focused discussion on the current vision and an extended look into 2012 was promoted by the College President. Faculty, staff, Board of Trustees, and community members participated in one of fourteen sessions devoted to discussing Terra's projected growth and the proposed impacts from demographics, program mix, e-learning, facilities, equipment, and finances. Elements of the discussions were forwarded to several campus entities, for their review and use in planning (that is, demographic information went to the Enrollment Management Council, facilities information to the renovation team, etc.).

The vision statement is reviewed by the Board of Trustees during their annual approval process of the strategic plan. At that time, modifications to the vision, mission, and ends policies may be initiated and/or approved by the Board. During the next comprehensive strategic planning process, the vision will again be reviewed by the College stakeholders, to provide them the opportunity to be involved in providing direction to the College.

**8C2 Short- and long-term strategies and alignment with mission and vision**

Key short and long-term initiatives are influenced by environmental scanning data, shaped by the College's mission and values, and driven by the vision and strategic ends for the College. (See

<http://www.terra.edu/about/mission.asp> for the link to the strategic plan, which includes the mission, values, vision, strategic ends, and strategic initiatives.)

During FY2004, College employees, using input from surveys, interviews, and ideas presented by community members during Visioning Day, created a new set of values and helped determine the new mission statement, *Terra Community College is committed to excellence in teaching, training, and lifelong learning*. The values and mission statement were approved by the Terra Board of Trustees, which consists of nine community members appointed by the Governor of Ohio. The Strategic Ends Policies, developed by the Board of Trustees to define the overall goals of the College and support the mission, were used to shape the 26 Strategic Initiatives, which were agreed upon by representatives of internal and external stakeholders (See Appendix B, Strategic Plan or <http://www.terra.edu/about/mission.asp> ). The Administrative Council and the President refer to the mission, vision, values, and Strategic Ends when reviewing and revising their annual Strategic Initiatives and Implementation (Action) Plans (See Table 8.1 or <http://www.terra.edu/about/helpfulinks/mission/strategic.asp> ). The Administrative Council determines which initiatives will be addressed each year, keeping in mind the availability of resources, as well as the Initiatives to be added or closed. AQIP action projects are included as initiatives in the strategic plan to ensure their alignment with the College's mission. Two of the AQIP action projects being closed this year are reflected in the Strategic Initiatives and Implementation Plans, while the third AQIP action project being retired dealt with the strategic planning process. The new AQIP action projects are part of the FY2007-2008 Strategic Plan.

Each of these initiatives has specific quantifiable key targets and milestones established as outcomes; progress is reported to the Board of Trustees semi-annually in January and June, until completion. Reports are also communicated to other external and internal customers.

The key challenges for Terra, as mentioned in the *Overview*, include enrollment development, financial support for the programs and services, internal employee relationships, and reduced dependence upon state subsidy. These challenges are addressed through the *Strategic Ends of Access & Opportunity, Student Success, and Lifelong Learning* (enrollment development); *Stewardship and Community Relationships* (financial support and reduced dependence upon state subsidy); and *Institutional Vitality* (internal employee relationships).

**Strategic Initiatives****Table 8.1**

<b>Strategic End</b>	<b>Strategic Initiatives</b>	<b>Timeframe</b>
Access & Opportunity	Enhance Enrollment Growth	Ongoing
	Improve Targeted Marketing	Ongoing
	Expand/Improve On-line Instruction (AQIP)	Completed
	Expand Partnerships with High Schools	Fall 2008
	Revise Course Scheduling	Completed
	Increase Availability for Childcare	Tabled
Student Success	Integrate Course Management System (AQIP)	Spring 2009
	Improve Advising Processes	Fall 2008
	Improve Academic Quality & Flexibility	Completed
	Develop New Programs	Ongoing
	Semester Conversion	Completed
	Facilitate Transfer	Fall 2009

	Expand Student Activities	Future initiative *
Lifelong Learning	Respond to Changes in Population	Future initiative *
	Respond to Diversity Changes	Future initiative *
Community Relationships	Reach Out to Meet Educational & Economic Needs in Service District	Ongoing
	Serve as Arts & Culture Center	Future initiative *
Institutional Vitality	Support Manufacturing Base	Fall 2008
	Expand Work Experiences	Completed
	Increase Certificate & Credentialing	Future initiative *
Stewardship	Expand Fundraising Strategies	Fall 2008
	Create Energy Conservation Plan	Fall 2008
	Implement Integrated Technology Plan	Fall 2008
	Prepare Feasibility Study - Renovation	Fall 2007
	Prepare Safety & Security Plan (AQIP)	Fall 2007
	Create New Web Design (AQIP)	Fall 2008
	Prepare Feasibility Study – Major Gifts Campaign	Completed
	Upgrade Telecommunications System	Completed
	Create Job Classification System	Completed
	Redesign the Staff Performance Evaluation System	Completed
	Prepare Campus Master Plan	Completed
	Enhance Employee Recognition & Reward Programs	Future initiative *
	Improve Faculty Hiring & Prof. Development	Future initiative *

\* A timeline and action plan will be determined for this initiative when it is activated.

## Processes (P)

### 8P1 Planning Process

All planning processes use the PDCA cycle (Plan-Do-Check-Act). During the “Plan” portion, data and relevant information is gathered and analyzed by the team / group / Council /Board. Either a planning document, such as the College Strategic Plan, or an action project is identified for implementation. During the “Do” portion, the plan or project is implemented. The results are gathered and analyzed during the “Check” portion. Then, further action or planning is determined during the “Act” portion, including determination of “next steps.” This process is then repeated with new data for greater improvement in that initiative/project, or for a new initiative/project.

Terra's current Strategic Plan was developed after the analysis of all internal and external data and information had been presented to the Strategic Planning Design Team and later to the Board of Trustees. (Terra's strategic planning process prior to FY04 is included in the “History of the Strategic Planning Process at Terra Community College (1993-2003), located on the website at <http://www.terra.edu/about/mission/strategic/updates.asp>). Primary data for the current plan included the results, by stakeholder category and in total, for over 1000 surveys, focus groups, and interviews from community members, business and industry representatives, students, and employees. Reports presented included the environmental scanning trend report, specific

employment data and projections for the service district, and marketing analyses. Other reports and data used in the planning process included feedback reports from assessment processes, student surveys, employee surveys, employer surveys, the Ohio Board of Regents reports and information (such as the annual Performance Report and the Articulation and Transfer Policy Assessment Report), information from transfer institutions, information from feeder high schools and Tech Prep, Advisory Board recommendations, and comments/recommendations from external community groups. All of the above information is simply categorized as “environmental scanning” in the planning process. The former planning models also included environmental scanning information, such as that used in the current process.

The Terra Board of Trustees annually reviews the College Mission, Vision, Values, Strategic Ends and Initiatives. At that time, modifications to the vision, mission, and ends policies may be initiated and/or approved by the Board. Additional strategic gaps, which constitute critical opportunities for the College to meet the challenges of the changing environment, may be identified and used to formulate new strategic directions. These gaps may be found in environmental scanning reports presented to the College and the Board of Trustees, or through other means, such as input from internal or external stakeholders. For example, input may come from Advisory Boards for each technology, which includes many members from business and industry, as well as four-year colleges.

The Strategic Initiatives are reviewed/revised annually by the Administrative Council during the monitoring report updates to the Board of Trustees. At that time, initiatives may be closed or added, upon approval by the Administrative Council. The process for adding a new strategic initiative is as follows:

*Anyone wishing to propose a new strategic initiative within the current strategic plan should address the Administrative Council with a proposal which shall include the intent of the initiative, why this initiative should be addressed, the relationship of the initiative to a specific strategic end, and suggestions concerning the envisioned action plan. The Administrative Council will review this proposal and determine if there is sufficient justification for this to become an initiative, as well as if there are available adequate resources. The person requesting the new initiative will be informed of the decision and the standing (implement as current or future initiative) if the proposal has been accepted. All initiatives will then be submitted to the Board of Trustees for final approval that the initiative does meet the intent of the strategic ends.*

The monitoring report is compiled indicating annual results for each strategic initiative, as well as an overall view of the planning process and its timeline for completion. When approximately sixty percent of the initiatives have been completed, the strategic planning cycle will begin again for development of a new strategic plan.

Specifically, College implementation teams develop the strategic initiatives (action plans). These teams represent a large percentage of College personnel within faculty, staff, and administrative groups; students and community members may also be members of the teams. The implementation teams determine the action items, goals, target values, and timelines for each initiative. These action plan forms are housed in the Office of Institutional Research and reported to/approved by the Administrative Council. The annual action plan updates are also submitted to the Office of Institutional Research to be used in the strategic planning update, which assists the

Administrative Council, the Board of Trustees, and the college community in ascertaining the progress made on the strategic plan. Results are communicated both internally and externally to key stakeholders through the media, as postings on the College Website (See <http://www.terra.edu/about/mission/strategic/updates.asp> and <http://www.terra.edu/about/mission/strategic/actionupdates.asp>), and presentations during specific Board of Trustees meetings.

### **8P2 Selection of Strategies**

The initial strategic initiatives were determined through a data analysis process with the Strategic Planning Design Team (using data from surveys, interviews, and focus groups and other environmental scanning data), and were voted on during the Visioning Day activities by the participants. The Administrative Council then determined the priority of the strategic initiatives, using this input from external and internal stakeholders gathered during “Visioning Day.” Criteria to determine the priority included availability of resources (financial as well as others) and impact on the College. The Board of Trustees, who monitors their completion and effectiveness, then approved these initiatives.

The Administrative Council determines which initiatives will be addressed each year, keeping in mind the availability of resources, as well as the Initiatives to be added or closed. The process for adding a new strategic initiative allows anyone to propose an initiative, which is reviewed by the Administrative Council and determined if it should be included. (See 8P1 for the specific wording on the process for proposing/adding an initiative.)

See <http://www.terra.edu/about/helpfulinks/mission/strategic.asp> for the current initiatives.

Please note that it has been proposed that new AQIP action plans, which are part of the annual strategic initiatives, will be selected by the newly formed Quality Council for the college.

### **8P3 Action Plans**

Action plans are developed for each of the strategic initiatives by one of the implementation teams (Table 8.2). Action plans include action items, goals, measures (both qualitative and quantitative), and due dates. As much as possible, quantitative measures include benchmark data provided through the Office of Institutional Research. Updates and final results are discussed at Administrative Council and Board of Trustees’ meetings. They are then disseminated to the appropriate stakeholder groups by members of the council, at all-college meetings, through the media, and in public folders, the Intranet, the Internet, or via email or mailings (as appropriate). After implementation of new or revised processes, follow-up results are monitored and reported to verify improvement. (See <http://www.terra.edu/about/mission/strategic/updates.asp> and <http://www.terra.edu/about/mission/strategic/actionupdates.asp>).

**Implementation Teams****Table 8.2**

(**Bolded Names** = Team leader who will write annual report)

Enrollment Growth -- Reach Out to Meet Educational & Economic Needs in Service District-- Targeted Marketing	<b>Mary McCue</b> , Enrollment Management Council (Sue Babione, Amy Below, Margie Bixler-Foster, Marsha Bordner, Cindy Bork, Trista Cathcart, Sandra Corfman, Theresa Eishen, Kathy Elchert, Beth Hannum, Ed Harper, Karen Harris, Mary Jo Jay, Jim Laremore, Mary McCue, Bruce Meyer, Jolene Meyers, Shannon O'Connor, Nancy Sattler, Mike Shirtz, Ric Shrubb, Joyce Spencer, Dale Stearns, Cory Stine, Lyn Sullivan, Bill Taylor, Phil Weiker, Jim Willey)
Expand Partnerships with High Schools	<b>Cory Stine</b> , Mark Grine
Integrate Course Management System	<b>Nancy Sattler</b> , Mark Grine, Sherry Lenhart, Jamie Przybylski, Craig Stinchcomb, Steve Mohr, Jolene Meyers, Wayne Yerdon
Supporting the Manufacturing Base	<b>Amy Below</b> , Marsha Bordner, Bob Biddinger, Tonya Breidenbach, Tim Gocke, Jim Laremore, Bill Lutz, Kris Perry, Dale Stearns
Improve Advising Processes	<b>Cory Stine</b> , Bill Lutz, Jolene Meyers, Eric Steinberger, Joan Gamble, Cathy Willoughby
Developing New Programs	<b>Kathy McCabe</b> , Margo Capucini, Bob Biddinger, Cathy Chudzinski, Mary Fatica, Bill Hotz, Tom Kissell, Jim Laremore, Sheldon Lovejoy, Nancy Sattler, Bill Taylor, Cathy Willoughby, Lyn Sullivan
Facilitate Transfer	<b>TBA</b>
Expanding Fundraising Strategies	<b>Sue Babione</b> , Foundation Board (Sally Dauble, Steve Futrell, Kristen Howard, John Lauer, Dean Miller, Fred Recktenwald, Joe Wasserman, Marsha Bordner, Nanci Kosanka, Mark Egbert, Tom Hoffman, Jeff Joerg, Stan Manbeck, Elizabeth Skrinak, Cynthia Young, Linda Anderson)
Implement an Integrated Technology Plan	<b>Tim Kincaid</b> , Regina Hyldahl, Marsha Bordner, Tom Bowes, Elaine Rosengarten, Nancy Sattler, Lyn Sullivan, Jim Swint, Jon Smith, Mary McCue, Bruce Meyer, Kris Perry, Ric Shrubb, Dale Stearns, Wayne Yerdon
Energy Conservation Plan	<b>Elaine Rosengarten</b> , Red Haslinger, Dennis Szymanowski, Steve Bender, Dennis Burkin, Tim Kincaid, Jim Laremore, Kathy McKown, Tim Roth, Nancy Sattler, Lyn Sullivan
Feasibility Study for Renovation	<b>Elaine Rosengarten</b> , Marsha Bordner, Red Haslinger, Dale Stearns, Lyn Sullivan, Ric Shrubb, Bill Hotz
Safety & Security Plan	<b>Elaine Rosengarten</b> , Tim Kincaid, Red Haslinger, Dale Stearns, Larry Cunningham, Brad Smith, Dennis Burkin, Kathy McKown
Web Design	<b>Wayne Yerdon</b> , Sue Babione, Mary Broestl, Shirley Castillo, Jody Clark, Jill Fick, Mark Grine, Karen Harris, Mary McCue, Kris Perry, Tim Kincaid, Nanci Kosanka, Nancy Sattler, Lyn Sullivan, Cory Stine

**8P4 Alignment of planning and people**

The Administrative Council, which is comprised of the President, Vice Presidents, Deans, and Directors, monitors the alignment of implementation teams, councils, divisions, and departments within the planning process. This alignment is coordinated during Administrative Council meetings, where members report on the activities of other councils and teams. However, each of the internal governing councils has the authority and responsibility to study, take action and recommend operating policy and/or make changes needed to accomplish strategic objectives within its respective domain. As such, they are responsible for aligning the proper personnel and planning under their control.

**8P5 Selecting measures and setting performance projections**

Measures, target values, and timelines are set during the initial development of initiatives and action plans by those involved in the process (the implementation teams). The Administrative Council then reviews the measures and performance projections, provides input, and recommends acceptance of the measures. The majority of the performance projections are determined through baseline data or benchmarks using data from other colleges (e.g., data from other two-year Ohio community colleges available through HEI). However, measures and performance projections may be adjusted or changed over time due to the conditions or nature of the action. If this occurs, the changes and reasons for the changes are noted during reporting.

**8P6 Appropriate resource needs**

Part of any action project or strategy planning process involves determining necessary resources. The implementation teams address resource needs of a non-financial nature. The Administrative Council must approve needs of a financial nature. (One exception is when financial needs may be embodied in a specific departmental budget; then that budget manager may approve funding.)

As shown by the inclusion of stewardship as one of the College's strategic ends, the College emphasizes a high level of resource management within its planning. Two of the members of the Administrative Council work in financial services, and another member are responsible for the College Foundation, assisting in finding grants. All members are budget managers, thus having the necessary practical experience and knowledge to determine the required allocations.

However, if the budgetary needs are substantial, then the approval process must be forwarded to the Board of Trustees for discussion and approval.

**8P7 Ensuring employee development**

The College values professional development activities and has stressed their importance. Professional development is included as a future strategic initiative under the Ends Policy, *Institutional Vitality*. It was also included as one of the College's first AQIP Action Plans. Professional development is integral to the college and is shown through on-campus training for all employees, specific training for front-line supervisors, training in the development of goal statements for AQIP, and faculty and staff educational plans and policies. As part of the development of action plans, implementation teams determine any necessary training/education that may be required of faculty, staff, and/or students.

**8P8 Measures of Effectiveness**

Both formal and informal feedback is used to determine how well the college is planning for the future and for college improvement. Data that is collected includes the number of participants involved in the planning processes (helping to ensure broad-based involvement), faculty and staff satisfaction results (Campus Quality Survey), and feedback from the Board of Trustees. Other data includes specific items/issues addressed through the planning process, which are measured through performance data (Ohio public colleges and universities), student satisfaction data and employee satisfaction data. Informal measures include feedback generated at college meetings, community functions, etc. and is reported back to the college through employees, Board members, and Advisory Committee members.

**Results (R)****8R1 Results for Planning Strategies and Action Plans**

During FY04, considerable time was spent on training and development of the new planning process. In addition, Terra continued to work on the AQIP action projects and monitor results. The college has now retired six AQIP action projects. Retired action projects as well as current AQIP action projects and their updates are available at <http://www.terra.edu/academics/aqip/homepage.asp>. Results for the Strategic Initiatives/Action Plans are indicated at <http://www.terra.edu/about/mission/strategic/actionupdates.asp>. Table 8.1 indicates that ten strategic initiatives have been completed from the FY2010 Strategic Plan.

**8R2 Performance Projections**

Performance projections for the strategic initiatives in the new strategic plan are included in each specific action plan. (See <http://www.terra.edu/about/helpfulinks/mission/strategic.asp>). Performance projections for AQIP Action Projects are also included in the AQIP documentation (see <http://www.terra.edu/academics/aqip/homepage.asp> ).

**8R3 Comparison of performance projections**

Comparison data is used, when available. The Campus Quality Survey and the Student Satisfaction Survey provide national 2-year college norm data; the Ohio Performance Report provides Ohio community college data, as well data from all the Ohio public colleges and universities. Comparative data that is used is indicated in the action plan and the action plan updates (see <http://www.terra.edu/about/mission/strategic/actionupdates.asp> ).

**8R4 Results of Planning Effectiveness**

One measure of planning effectiveness is the number of employees and community members involved in the planning process (see 8C1 and 8P1). This number indicates the highest involvement in Terra's history.

Outcome measures with due dates are assigned for strategic initiatives; therefore, the College is able to monitor the effectiveness of its planning for continuous improvement. (See <http://www.terra.edu/about/mission/strategic/updates.asp> for both the strategic planning update reports and the comparison on the latest environmental scan to the plan.) The Board of Trustees

reviews the updated information as well as the latest environmental scanning data in order to reflect on the effectiveness of the plan. At that time, the Board may determine any needed changes for implementation.

Terra uses the Campus Quality Survey to assess employee satisfaction with planning. Terra's score for strategic quality planning in FY06 was 2.974, down from 3.182 in FY04, but above the 2.887 FY02 rating. A team, commissioned in Fall 2006 investigated this area and recommended changes for improvement to the Administrative Council. During the next employee satisfaction survey, results will again be reviewed.

## **Improvement (I)**

### **8I1 Process and system improvement for planning**

The planning process is monitored periodically for its effectiveness, both in accomplishing goals and in stakeholder satisfaction. Surveys, stakeholder input, and other data gathering processes are used to determine the weak links. Methods such as employing outside consultants, creating College task forces or teams, or using benchmarking processes inform the College of better methods or processes. When changes such as the College's recent adoption of a new planning process occur, the new process is monitored closely for one year to determine (1) that the process has changed and been implemented appropriately, and (2) that the process is effective. If either condition does not exist, then the process is reviewed for adjustments or possible termination. After a year (or longer, if deemed necessary), the process is evaluated for effectiveness, applying a Plan - Do - Check - Act (PDCA) cycle of planning and improvement.

During FY2004, the College's newly formed Administrative Council discussed the current strategic planning process and its strengths and weaknesses. Specific elements were identified as essential to effective planning, including a one-page planning document. This document is highly visible to all key stakeholders and includes a revised mission statement, a vision statement, College values and strategic initiatives. Data from internal and external customers, including College employees, students, employers, elected officials, economic development corporations, high school staff, university employees, civic and social clubs, and other community members is included in the planning process.

### **8I2 Setting targets and communicating results**

Targets are set by the implementation teams and Administrative Council based on baseline data, comparisons with other colleges, by team or council recommendations, recommendations/opportunities for improvement from outside evaluators (such as with OAE and AQIP), or through the benchmarking process.

Communication of current results, improvement priorities, and performance projections are developed through the Administrative Council or the other appropriate councils. Presentations to the Board of Trustees, which include the College community, the public, and the press, are made periodically through the year. This is followed by written communication through the media, emails, college public folders, the Intranet, or Internet, as well as in campus meetings, such as all-college meetings, faculty meetings, etc.