

Introduction and Institutional Overview

01 Distinctive Institutional Features

Terra Technical College became a comprehensive state community college in the summer of 1994, with approval from the Ohio Board of Regents (OBR). This conversion to a community college allowed Terra Community College to begin granting the Associate of Arts and the Associate of Science degrees in addition to applied technical degrees, certificate programs and non-credit training. Terra operates as a political subdivision under Ohio Revised Code (Title 33, Chapter 58).

Terra's legal service district includes Sandusky, Seneca, and the eastern portion of Ottawa County in rural northwest Ohio. The Ohio Board of Regents (OBR) approves the College's associate degrees, and the College is partially funded by the State of Ohio's OBR enrollment based subsidy formula.

As a public, non-profit institution, Terra abides by all federal and state health and safety regulations such as OSHA. State financial regulations center on the current enrollment-driven subsidy calculation and state financial aid programs for eligible students. Federal regulations focus on student financial aid, privacy of student records, and compliance with affirmative action, the Americans with Disabilities Act, and other state and federally mandated initiatives.

Terra's mission statement, "Terra State Community College is committed to excellence in teaching, training, and lifelong learning" was crafted during the year long strategic planning process started in winter 2004. This mission statement is supported by the College's vision statement, values, and strategic ends. These are well publicized on the Terra Community College website and are listed below.

MISSION STATEMENT:

Terra State Community College is committed to excellence in Teaching, Training, and Lifelong Learning.

VISION 2010:

Terra State Community College: Your Center for Education, Training, and the Arts

WE VALUE:

- Each learner's success as our highest priority.
- Diversity.
- Input from all stakeholders.
- Academic excellence inside and outside of the classroom.
- The potential of each person to learn.
- Learning from our students and from each other.

- Teamwork.
- A caring and professional relationship among student learners, college employees, and the communities we serve.
- Accountability for our actions.
- Partnerships with business and industry, government, and educational institutions.
- Innovative technology that enhances learning and job performance.
- Academic, professional, and personal integrity.
- A campus that is accessible, clean, safe, and provides an ideal environment in which to learn.
- Quality in our work.
- Commitment to the community to enhance the quality of life.
- Teaching learners to communicate, solve problems, value others, work together, and act responsibly.
- An environment that encourages independent thinking, acting creatively, and being resourceful.
- Lifelong learning.
- Fun.

STRATEGIC ENDS:

ACCESS AND OPPORTUNITY. Terra will expand access to post-secondary education by minimizing the barriers of location, time, diversity, age, and financial constraints

STUDENT SUCCESS. In order to ensure student success, Terra will provide clear and consistent advising from recruitment through graduation or completion of intended goals, sound articulation and transfer policies, the training and/or skills needed to be successful on the job, and valid assessment practices of student learning.

LIFELONG LEARNING. Terra will provide learning opportunities for all segments of the communities it serves.

COMMUNITY RELATIONSHIPS. Terra will collaborate with business, industry, community organizations, governmental agencies, and individuals to foster community pride and unity.

WORKFORCE DEVELOPMENT. Terra will assist its learners in acquiring the knowledge, skills, and attitudes necessary for preparation and advancement in careers of today and the future.

COLLEGE VITALITY. Terra will seek to be vital by being good stewards of our human, physical, and financial resources; by employing leading-edge technology in our programs and in our campus operations; and by providing relevant professional development opportunities for our faculty and staff.

Embedded in the College's mission statement and key performance indicators is a strong commitment to continuous quality improvement. Team decision-making, a flat organizational structure, and the effective use of performance measures all reflect a commitment to continuous quality improvement.

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits the College. This regional accreditation is a threshold requirement for student eligibility to federal financial aid. In 2000, NCA developed a new innovative approach to accreditation with the implementation of the Academic Quality Improvement Project (AQIP). An alternative model of accreditation, AQIP is modeled after the Malcolm Baldrige National Quality Award criteria. Terra was one of the six original institutions to be accepted into the AQIP program. In 2003, Terra submitted its first Systems Portfolio for review. Terra's first site visit under this plan took place in fall of 2006.

02 Scope of Educational Offerings

Terra serves various communities with accessible educational and training programs from "cradle to grave" with both credit and non-credit programs. Terra has expanded both access and learning opportunities by offering courses through a variety of delivery systems including: classroom instruction, distance education, hybrid courses, and weekend course offerings for students pursuing a variety of degrees. Through three divisions, Arts and Sciences, Business Technologies and Workforce Development, and Engineering and Industrial Technologies, over 40 distance learning courses are offered each term. A combination of pure distance and hybrid courses are offered through the Internet, video and audio tapes, compressed video, and other forms of instructional media.

Students have the opportunity to pursue a wide variety of degrees and certificates including: Associate of Arts, Associate of Science, Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies, Associate of Individualized Studies, and the Associate Degree in Nursing in collaboration with Lorain County Community College (LCCC). Academic offerings have grown to include 27 programs of study (62 majors) and 60 certificate programs. In the fall of 2006, Terra began an independent associate degree nursing program and the LCCC program was phased out. In addition to these "for credit" programs, the College offers over 150 non-credit training courses through the Kern Center, a part of the Business Technologies and Workforce Development Division.

Through the yearlong strategic planning process, community, educational, and industrial partners were engaged to ensure that credit and non-credit offerings serve the needs of our region. The majority of new certificates and programs currently under development are in the Allied Health professions. The College began its Allied Health initiative by offering Nursing in collaboration with Lorain County Community College in 2002. This new venture was contingent upon partnering with local allied health practitioners and other regional educational providers. These partnerships have proven to be vital in building Terra's Allied Health programs. In addition to the nursing program, the College currently offers a Medical Coding certificate, American Heart Saver First Aid and CPR, Pharmacy Technology, a Phlebotomy certificate in collaboration with LCCC, a 1 +1 Respiratory Care with Bowling Green State University's Firelands campus and a State Tested Nursing Assistant program. In fall 2005, Terra began a Health Information Technology degree program with the hiring of a full-time instructor who is a Registered Health Information Administrator. This has allowed Terra to pursue national accreditation for this program. The CAHIIM site visit took place in the spring of 2007. Terra is awaiting the results of that visit. As mentioned, Terra has received approval through the Ohio Board of Regents and the Ohio Nursing Board. This program began classes fall of 2006. Additional growth in Allied

Health is anticipated with potential programs in Medical Assisting, Medical Laboratory Technician, Health Information Technology, Veterinary Technology, and Gerontology. In addition, a strategic planning implementation team, begun in fall 2005, continues to review potential new programs, both allied health and others.

03 Student Base, Needs, and Requirements

The 2,600+ credit-generating student population at Terra has an average age of 27, is predominately part-time (63 percent). The student body is 55 percent female and 45 percent male, a reversal from five years ago when it was 54 percent male and 46 percent female. The student body, while overwhelmingly white (89 percent), is more diverse than the service district, with minority participation of Hispanic (5.0 percent), Black (4.0 percent), Native American (.1 percent), and (.3 percent) Asian groups. Approximately 54 percent of the student population attends during the day.

The program requirements of this key student/stakeholder group are two-fold: The largest portion of these students, 61 percent, are enrolled at Terra with the intent of completing an applied science degree, preparing them for immediate entry into the job market. The five largest applied programs are: Nursing (12 percent), Manufacturing (7 percent), Computer Systems (6.8 percent), Law Enforcement (6.5 percent) and Business Management (6.8 percent). These students are supported by up-to-date, state-of-the-art curricula and labs as well as faculty who have expertise in their technical fields and are committed to student success.

Twenty-three percent of students are pursuing transfer degrees, the Associate of Arts degree or the Associate of Science. This statistic marks an increase over the 19 percent figure identified during the 1997-98 academic year, but is down from twenty-eight percent in 2005. These students require both curricula that will meet the transfer standards of receiving four-year institutions as well as qualified, caring teachers who are committed to student success.

Within both of these key student/stakeholder groups are students who need developmental assistance if they are to succeed in the technical or transfer curricula of their choice. In '03-'04 academic year, over 3000 credit hours or 70 FTEs of developmental instruction were delivered. Consequently, the College offers a variety of student support services such as, the Center for Learning Achievement (basic skills coursework in math, reading and writing), both a Math Lab and a Writing Center for students who need short-term assistance with individual class assignments, peer to peer tutoring, and accommodation for students with special needs.

A third student/stakeholder group consists of those individuals seeking non-traditional educational opportunities that exist outside the traditional structure of the credit classroom. Included in this group are learners as early as six weeks of age at out NAEYC accredited learning laboratory, the Early Learning Center, to seniors pursuing enrichment through Elder College. This broad category of stakeholders also includes students who are seeking continuing education associated with their current employment, and those who are interested in general-interest and/or personal enrichment programming.

A fourth key stakeholder group is business and industry. The primary requirement of this group is the just-in-time, short-term, corporate-specific, state-of-the-art training required to maintain a

competitive and profitable workforce in today's global economy. The Kern Center for Community and Economic Development works with business and industry to anticipate and meet these credit and non-credit needs.

The largest and most diverse stakeholder group served by the College is the community at large. This includes all of the stakeholders already cited, plus the addition of our broader community including parents and families of our students, the general community, and the government and service sectors of the College's three county service district. Through collaborative agreements with partners, the College assists and supports the community's need for development and enrichment activities. This collaboration includes, but is not limited to partnering with public and private schools for delivery of multiple programs and services, off-campus instruction, articulation with high schools, vocational schools, tech-prep agreements, other colleges, regional economic development initiatives, and assistance with federal and state-mandated service such as WIA. Terra supports the general community through activities such as the Music on Sunday Series, hosting the Sandusky County Expo, KidsCollege, Meet the Candidates night, and other numerous community related activities on campus.

04 Collaboration

Terra provides custom training and other related services to business and industry. Training is provided throughout our service district but also to surrounding counties of our defined service district. Among those business and industries most frequently served are Tower Automotive, Whirlpool Corporation, Delphi, UDS Unigraphics, Norton Manufacturing/Callies Performance Products, Rockwell Automation, Visteon, TRW Corporation, Mosser Construction Incorporated, six local Community Hospitals, Heinz Corporation, Davis-Besse Nuclear Facility, Lear Corporation, Campbell Soup, General Mills, Toledo Mold and Die, Aeroquip Inoac, Fremont Plastics Products, American Standard, and Brush Wellman Company. Terra representatives toured the NASA Plum Brook facility in Sandusky in 2006 and discussed training needs. These discussions have resulted in several new apprenticeship and non-credit training programs.

Business and industry stakeholders are vital for the credit portion of the College's programs and services. If the College is to maintain current, state-of-the-art curricula and equipment, this relationship must include three components. (1) Business and Industry provide the most recent up-to-date knowledge of technology used in the marketplace. Industry knowledge is gathered through program advisory boards, industry involvement in program specific, intensive one and two-day curriculum development activities (DACUMs—Developing a Curriculum), key informant surveys, and focus groups. (2) The assistance of industry resources helps provide and maintain state-of-the-art technical labs through equipment, software, and financial donations. (3) Just-in-time, customized training partnership between the Kern Center for Community and Economic Development and business and industry has allowed the College to develop as a key provider of industry-specific, in-plant training needed to retrain a competitive workforce within the district and the region.

Another key supplier group for the College is the local public/private high schools and area vocational schools. Within the last decade a key relationship between these schools and the College has focused around the availability of Post Secondary Enrollment Options (PSEO) and Tech Prep for high school students, allowing enrollment of high school students in college level

courses while still in high school. This relationship has been augmented with the recent addition of two-way compressed video courses for students who want to pursue PSEO coursework from their home schools.

A fully articulated program for high school students interested in pursuing a technical program at their home schools or area vocational schools has been developed between Terra and a six-county Workforce Development Council. The Tech Prep program allows a student to pursue a program of study jointly at Terra and in the local high school or area vocational school. As a result of these articulate programs, Tech Prep students are able to earn college credit. Most recently, the OBR, Workforce Development Council, the local Tech Prep consortium, and other regional law enforcement practitioners worked successfully to get criminal justice approved by the OBR as a tech prep program.

In the past, communication mechanisms used by the College to maintain these relationships have been through direct person-to-person contact and written communication. Increasingly, however, the use of technology (from simple e-mail to video-streaming) has been a catalyst, facilitating the College to change its approach to communication with suppliers and partners within the district and the region. The College provides distance education solutions tailored to meet specific needs at multiple different corporate sites. New wireless and video technologies will eliminate the anchoring limitations of the classroom. Faculty on Terra's campus will be able to teach using industrial prototypes and have instruction broadcast through interactive video to multiple manufacturing facilities.

05 Faculty and Staff Base

Terra State Community College strives to hire faculty who are well prepared to teach. In 2004, the College added four new full-time faculty positions, one each in math, science, social work, and law enforcement. Two of those positions replaced faculty who had left the College; one position resulted from moving a part-time to a full-time position; and the fourth represented a new position. In fall 2005, two new instructors were hired. One for the new Health Information Technology program, and one to replace a retiring instructor in the Heating Ventilating and Air Conditioning program. Fall 2006, three new employees were hired for the nursing program; a full-time coordinator, a full-time instructor, and a half-time lab instructor. A replacement was also hired for an office administration instructor who retired winter 2006. Fall 2007, 6 new instructors were hired in; math, English, music, biology, chemistry, and engineering technology. Criteria for faculty include strong academic background, past teaching experience, and/or related work experience. A minimum of a master's degree with 18 graduate hours in the teaching field is required of all faculty who teach in the Arts and Sciences. The College has 43 full-time faculty and over 100 adjunct faculty members each term. Over 57 percent of the full-time faculty have a master's degree or doctorate, while 43 percent have an associate's or bachelor's degrees. Faculty with an associate's or bachelor's degree teach exclusively in technical areas. The faculty union members are part of a collective bargaining unit affiliated with the Ohio Federation of Teachers/American Federation of Teachers.

Of the 16 administrators and managers, 50 percent hold a doctorate or master's degree and 50% hold a bachelor's degree. Of the 78 technical, professional, and support staff, 9 percent hold a master's degree, 25 percent a bachelors degree, and 33 percent an associate degree.

06 Critical and Distinctive Facilities, Equipment, and Technologies

Terra State Community College is housed in five major buildings ranging from eight to twenty-seven years of age. Each building and the surrounding grounds have been and are well maintained, clean, attractive, and support the educational programming of the College. These facilities are located on approximately eighty manicured acres west of Fremont, Ohio, at the intersection of State Route 53 and Napoleon Road. The College also offers classes at an off-campus site in Port Clinton, Ohio.

In 2003, the College decided to replace its 20-year-old VMS-based institutional software. The institutional software evaluation team consisted of 12 members from a cross section of campus personnel. They reached a consensus on the plan to upgrade the network hardware prior to the purchase and installation of the CAMS institutional software. The first and second phases of upgrading the network have been completed and include the hardware installation of two new servers, a Microsoft sequel server and a data server. The new hardware and software will eliminate bottlenecks that restricted access to both student and institutional data. The software implementation will be fully completed by fall 2007.

The College has been able to equip its teaching labs with state-of-the-art equipment through careful resource management. Eight general-purpose computer labs and 18 specific-use computer labs provide excellent access for students to digital technology. The College also has three classrooms outfitted with equipment to broadcast compressed video courses and training to and from off-campus sites. This includes a state-of-the-art distance-learning classroom that is used to broadcast real-time directly to and from Lorain County Community College. Directed by faculty input, winter 2005, the College constructed two classrooms incorporating state-of-the-art presentation mediums including document and media projectors, integrated computers, and smart board technology. Fall 2005, LCD media projectors were installed in 20 additional classrooms and networked computers were installed in every classroom.

The College has excellent equipment in labs supporting the Engineering technology programs. From its beginning, Terra has had a strong technical focus, sharing facilities with Vanguard Technical Center and continuing its strong technical focus today. While much of this equipment has been purchased through capital funds, significant portions have been donated by area industrial partners. CAD/CAM, Plastics, Integrated Manufacturing, Power Technologies, and HVAC all have dedicated labs boasting current technology. According to surveys of graduates and employers, Terra's laboratory equipment in the technology programs is sufficient to meet the needs of industry and the service district. In recent years, the College has invested heavily in equipment to support new programs and expand an existing one—Allied Health, Applied Music Technology, and Integrated Manufacturing respectively.

The Allied Health/Nursing track, which started in fall 2002, has already grown to the third largest area of study in the College. The expansion of Allied Health programs was identified as an area for program growth by the strategic planning process completed in August 2004. The College has offered several new allied health programs over the past year and plans to add several more in upcoming years. Two new nursing labs have been added in Building A in a space no longer needed as a darkroom. The College's Music program is also in its infancy with a promising annual growth rate of twenty-two percent over the last two years. To meet the

growing needs of the Music program in 2003, the College invested institutional resources into the renovation of 2,340 square feet in Building D to include a recording studio, practice rooms, resource room, and piano/keyboard practice rooms.

07 Competing Institutions and/or Organizations

While Terra is the only public institution of higher education in its service district, two private colleges are located within close proximity. Tiffin University and Heidelberg College are both located in Tiffin, Ohio, 20 miles south of Terra in Seneca County. Tuition and fees of both private institutions are significantly higher than Terra's and do not reflect significant price competition. Terra has articulation agreements with both institutions and sends each institution a significant number of graduates. Colleges and universities that lie outside the service district but within a 50-mile radius of Terra, include to the west, University of Findlay, University of Toledo, Lourdes College, Bowling Green State University, Owens Community College, and Owens – Findlay Campus. Competing institutions to the east include Bowling Green State University - Firelands Campus (two-year), and Lorain County Community College.

With Terra's low tuition and ease of transfer credit, it is conceivable that these institutions perceive Terra as competition; however, Terra has partnered with all of them in one way or another through articulation agreements, course equivalency guides, collaborative projects, and bachelor completion programs.

In addition to a large number of public schools located within the district, Vanguard Sentinel Vocational High School (within the district), and Penta and Ehope Vocational High Schools (outside the district) provide technical training at the secondary level. Terra has partnered with these institutions through articulation and agreements to ensure to make available a smooth transition from one institution to another without loss of credit or time.

08 Key Opportunities and Vulnerabilities

Terra State Community College is one of the best educational values in Northwest Ohio. As a result of quality programs, transferability of credits, and competitive tuition, growth in the Arts and Sciences is anticipated. As a result of low tuition, few financial hurdles exist for students when accessing a quality college education at Terra. Through Board collaboration with senior management, incorporating input from both internal and external communities, Terra continues to modernize its curricula and expand its program offerings. The College is continually searching for and investigating new technologies. Beginning as an idea in 1999, the nursing track has grown to the third largest program at the College. It began as a partnership between Lorain County Community College (LCCC) and Terra. In 2004 institutional leadership from both Terra and LCCC began the planning process of converting the nursing track program in its entirety to a stand-alone Terra nursing degree program. This program began accepting students fall 2007. Academic leadership is currently in the process of developing a comprehensive plan for the expansion of allied health and numerous related technologies including medical coding, health information technology, radiology, phlebotomy, and medical assisting.

Collaboration has been critical to the development of these new programs. It is important to note that the cost of launching new technology-intensive programs such as those in allied health requires resources, knowledge, and commitment. Collaboration with LCCC in the development

of the nursing program has proven to be a win-win for both institutions and is an example of the importance of exploring collaborative efforts with former competitors. Terra has continued to reach out to other institutions by expanding its partnership with LCCC to include phlebotomy, entering into a new partnership with Bowling Green State University (BGSU) Firelands with the Respiratory Care 1+1 program and with Owens Community College with the Dietetics Technician 1+ 1 program, and collaborating with Owens Community College, University of Findlay, and Tiffin University in the Northwest Ohio Homeland Security Consortium.

Terra is ranked in the third quartile according to size when compared to Ohio's other community and technical colleges. The growth trend line over the last ten years has been relatively flat with fluctuations less than +/-5% of the College's annual FTE average of 1,528. The enrollment trend is reflective of the demographics of the service district. Terra's district is predominantly rural with a relatively stable population of 150,000. In contrast, Owens Community College, Terra's largest and nearest two-year competitor, has experienced a significant increase in enrollment over the same period. Owens' growth, in part, can be attributed to its proximity to a metropolitan area, Toledo, and its sizeable marketing budget. They are competing with Terra through the construction of a \$17,000,000 satellite campus located 45 minutes from Terra in Findlay, Ohio, as well as with extensive advertising that inundates Terra's local market. The state four-year institutions within or near the service district have had mixed enrollment patterns and, due to significantly higher tuition rates and different missions, are not considered to be significant competitors and are usually perceived as partners in transfer through negotiated articulation agreements.

Recent state budget issues have impacted all educational institutions across the state. It is significant to note that these budget cuts have had a disproportionately large impact on Terra. The College's stagnant enrollment growth has resulted in greater cuts than colleges that have been growing.

Increases to the institution's low tuition have not offset the loss of state subsidy dollars. Consequently, the College has not been able to maintain previous levels of service. In response to state funding reductions, Terra has been forced in recent years to close a significant portion of the campus on weekends, undergo multiple reductions in force, defer maintenance, close various satellite campuses, and scrap the plan to construct a new academic building. The principle factors that determine Terra's success as compared to that of competitors include enrollment, student satisfaction, employment or transfer upon completion, variety of programs, student persistence, and time to degree completion. The College's key strategic challenges include enrollment development, financial support for the programs and services of the College, internal employee relationships, and reduced dependence upon state subsidy.