

Assurance Argument

Terra State Community College

Review date: 3/25/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Since 1968, Terra State Community College (TSCC) has served Northwest Ohio with a strong community focus and a commitment to providing students with quality educational programs and training opportunities, all of which are reflected in the 2021-2024 Strategic Plan (24-0062). With input (24-0454) (24-0453), (24-0429), (24-0458), (24-0721) from internal stakeholders, students, and more than 100 community members throughout the spring 2019, the "Champions for Change" (the Champions) identified specific Strategic Plan initiatives that included the creation of a new Mission, Vision and Core Values (24-0074) for the institution. The primary goal was establishing an institutional foundation that focused on student success, faculty and staff excellence, and community engagement.

The Champions (24-0458) consisted of Terra Faculty Association members, Ohio Association of Public School Employees (OAPSE), American Federation of State, County, and Municipal Employees (AFSCME) local members, TSCC staff members, and TSCC administrators.

The Champions identified the following six strategic plan initiatives:

1. Strengthen our academic programs and offerings
2. Foster college-wide communication
3. Strengthen community partnerships
4. Prioritize student progress
5. Maximize faculty and staff development

6. Encourage innovation and growth on campus and in the community

The Champions met quarterly ([24-0453](#)) ([24-0429](#)), ([24-0720](#)) to develop goals and action steps relative to each of the six initiatives. The examples provided are a sample of the meeting minutes taken from these meetings.

Due to the COVID-19 pandemic, timelines for each initiative were adjusted once faculty and staff returned in fall 2020.

The following Mission, Vision, and Core Values were established by the Champions for Change in 2019 and reflects the commitment of the College to connect all relevant stakeholders including faculty, staff, and the service district community. A new 2024-2026 Strategic Plan ([24-0672](#)) ([24-0583](#)) ([24-0553](#)) has recently been approved, and the Mission, Vision, and Core Values remain unchanged. The examples provided include Board of Trustee meeting minutes reflecting the approval, as well as the campus-wide communication reflecting the same.

Mission- To provide the highest quality education and training to our students, faculty, staff and community.

Vision- Be the model for academic excellence, student-focused service and community engagement.

Core Values:

- Teamwork
- Excellence
- Respect
- Responsibility
- Accountability

1.A.2

The Champions continued to meet quarterly in order to develop the goals and action steps that provided the foundation for the Strategic Plan. Metrics and Key Performance Indicators (KPI's) were formulated to measure progress as well as to identify the responsible personnel and budgetary resources necessary to carry out the final plan ([24-0331](#)), the draft of which is included in this example.

Within the new 2024-2026 Strategic Plan ([24-0551](#)), there is a continued focus of student success, faculty excellence, and community engagement. Aligned with these objectives are three new primary strategic goals that help ensure adequate infrastructure to support the different aspects of the Mission:

- Create Opportunities for Learning
- Place Students at the Center
- Build Institutional Capacity

1.A.3

The Mission, Vision and Core Values identify the primary constituents the College serves-- Students, Faculty, Staff, and the Community. The Vision establishes the aspirational goals of becoming the

model for academic excellence with an additional focus on community engagement. The Core Values were established to create an internal foundation for faculty and staff that establishes a culture of Teamwork, Excellence, Respect, Responsibility, and Accountability.

The Strategic Plan 2021-2024 was adopted ([24-0460](#)),([24-0527](#)) to create a foundation that supports these components and provides various action steps to ensure progress to goal achievement. The examples provided include Board of Trustees meeting minutes reflecting the approval of the monitoring report, as well as the approval of the Strategic Plan itself.

In spring 2022, TSCC created a new position, Senior Vice President for Innovation and Strategic Planning ([24-0696](#)), to oversee the Strategic Plan progress. This individual provides regular updates to the Institutional Leadership Team ([24-0328](#)) to review progress and recommend changes or updates to the Plan. By prioritizing the regular evaluation of the Mission, Vision and Core Values, this position represents a commitment by the College to ensure the strategic goals are effectively implemented. This individual was instrumental in the development of the new Strategic Plan (2024-2026) ([24-0957](#)), ([24-0960](#)), ([24-0961](#)), ([24-0959](#)), which continues to support the constituents, services, and strategic goals of the institution. The examples provided reflect the various information gathering sessions facilitated by this Vice President.

The previous Strategic Plan (2021-2024) also included regular reviews of the Key Performance Indicators occurring on an annual basis ([24-0331](#)). This cycle helped ensure that TSCC is best able to meet the changing needs of both the campus and community stakeholders continuously. The example provided reflects the Fall 2022 update.

The new Strategic Plan (2024-2026) continues the focus of serving our constituents, as well as providing high quality and relevant academic and workforce programming and educational access.

1.A.4

Academic Programs: Since the previous visit, the Academic Program Review process has been strengthened to assure academic programs and support services meet the institutional Mission of providing the highest quality education and training to our students and community. The academic programs at TSCC are designed to meet local and regional employer demands and link students to well-paying jobs and careers. Support Services, such as the implementation of the "All in One" Days ([24-0384](#)), initiative has provided students more direct access to advisors and information guiding them to appropriate degree and certificate pathways. TSCC has implemented a regular Program Review schedule ([24-1023](#)) and process ([24-0498](#)) that is based on fiscal impact ([24-0514](#)) to the College, enrollment, and employment rates.

The College has also utilized regional and state-wide Occupational Projections ([24-0316](#)) to help determine interest in and demand for select programs. For example, within the Service District of TSCC, careers in health care, and specifically Nursing, continue to demonstrate both demand and high job placement. This helps support TSCC's Mission of providing high quality academic programming that serves the needs of the local community.

Further, the Associate of Arts (AA) ([24-0980](#)) and Associate of Science (AS) ([24-0981](#)) degree pathways provide access to transferable coursework that allows students seamless transfer options to any Ohio public four-year institution. This aligns with the Mission of providing quality educational training for our students as well as a student-focused service as described in the Vision. These pathways conform to the Ohio Department of Higher Education Transfer Assurance Guidelines, and

all applicable coursework is approved through the Ohio Transfer 36 (OT36) process [\(24-0174\)](#). Associate of Applied Science (AAS) degree programs and certificates conform to the state's structural requirements as well as industry and accreditation requirements as applicable.

Enrollment Profile: In order to meet the institutional Mission and Vision of providing quality education training to our students as well as engaging the community, the campus Leadership Team [\(24-0741\)](#), in conjunction with the Council for Academic and Student Affairs (CASA) [\(24-0775\)](#) and the Advising Department, regularly reviews [\(24-0334\)](#) [\(24-0335\)](#) student enrollment information. This includes Regional Census Data [\(24-0543\)](#) [\(24-0544\)](#) [\(24-0545\)](#), High School Dual Enrollment (CCP Performance Data [\(24-0839\)](#), and enrollment trends over multiple years [\(24-0233\)](#) [\(24-0326\)](#) [\(24-0327\)](#) in order to gain a deeper understanding of who the TSCC students are, as well as the types of programs and activities the college offers to best meet student and local employer needs.

The demographics of the TSCC student body differ slightly from those of its service area [\(24-0543\)](#) [\(24-0544\)](#), [\(24-0545\)](#) and come from a variety of high schools in the Northwest Ohio region. The College regularly updates a student data and demographic dashboard [\(24-0072\)](#) [\(24-0509\)](#) that provides pertinent information about the student population. For example, fall 2022 TSCC Student Demographics [\(24-0117\)](#) breaks down as follows:

- 79.13% Caucasian
- 8.54% African American
- 1.36% Hispanic

Similarly, the three service area counties indicate averages of:

- 94.3% Caucasian
- 2.5% African American
- 7.3% Hispanic.

As part of the College's strategic effort to improve student engagement and success, additional resources will be allocated towards diversity, equity, and inclusion (DEI) initiatives that better support and represent a more global student community. Examples include activities [\(24-0690\)](#) [\(24-0510\)](#) [\(24-0524\)](#) [\(24-0979\)](#) [\(24-0978\)](#) and seminars sponsored by the College, as well as further discussions [\(24-0449\)](#) [\(24-0961\)](#) on how best to integrate DEI within the TSCC General Learning Outcomes and the Strategic Plan.

Student Support Services: TSCC utilizes the Community College Survey of Student Engagement (CCSSE) as a tool to measure the overall student experience at the College as well as insight into the usage rate and effectiveness of the support services offered. The results [\(24-0519\)](#) of these surveys have contributed to the College's decision to include Co-Curricular assessment [\(24-0449\)](#) as part of the institutional Assessment Academy project [\(24-0297\)](#) and identify gaps and opportunities for improvement with student services such as advising, tutoring and career advising.

The College annually distributes student satisfaction surveys [\(24-0459\)](#), [\(24-0451\)](#), [\(24-0452\)](#) that focus on various aspects of TSCC life, support services, and campus culture. Results of these surveys have contributed to action steps [\(24-0969\)](#) such as improving the advising and tutoring services for students [\(24-0702\)](#).

Academic and Co-Curricular Redesign: Several efforts have been implemented to help provide a higher quality educational experience for TSCC students.

- *GEN 1000 (First Year Seminar)* ([24-0521](#)) was developed and implemented as a requirement for all AA, AS, AAB and AAS degree programs. Students learn how to access and use a variety of academic and support services to help them transition smoothly to the college environment and to succeed at the College.
- A *Co-Requisite model* ([24-0342](#)) was implemented as a means of reducing the amount of developmental mathematics and writing coursework required of students, pairing supplementary instruction to college-level courses. This program launched during the spring 2021 term and allowed those students testing into either/both MTH 0550 College Algebra Integrated Review and ENG 0930 ([24-1044](#)) Writing Essentials to simultaneously enroll in MTH 2310 College Algebra ([24-0697](#)) or ENG- 1020 Introductory College Composition ([24-0698](#)) as a co-requisite. This program has already begun yielding positive results as reflected in the following ENG 1020 passage rates ([24-0457](#)), ([24-0456](#)), ([24-0455](#)). Further, the pass rates for MTH 2310 ([24-0697](#)) have increased from 73.29% in fall 2020 to 83.5% in fall 2021 and 81.5% in spring 2022.
- *Budget Process*: The TSCC Finance Department utilizes a multiple stakeholder approach with each budgeting cycle to ensure the needs of the campus community are fully met. Deans, Directors and Faculty participate in the proposal and verification process prior to the budget presentation ([24-0447](#)) ([24-0417](#)) to the Board of Trustees. Several data points are considered, including program review results ([24-0514](#)) as well as enrollment, retention and completion for each academic and non-academic program.

TSCC is committed to providing a comprehensive onboarding experience to students ([24-0522](#)), faculty ([24-0601](#)), staff and Board of Trustees([24-0982](#)), ([24-0513](#)) members that align with the Mission, Vision and Core Values of the institution.

The College is currently in the process of converting all existing institutional policies and procedures into a standardized template ([24-0368](#)) that provides both structural consistency as well as ensuring that institutional practices align with TSCC's Mission, Vision and Core Values.

1.A.5

The Mission, Vision and Core Values ([24-0074](#)) are displayed throughout the campus, including entranceways, the majority of offices and classrooms, and on individual business cards ([24-0104](#)). The College also recognizes the importance of continuous review regarding these strategic components and remains committed to including this as a discussion point in high-level meetings ([24-0450](#)) throughout the academic year. Further, the Board of Trustees regularly monitors ([24-0527](#)) the Strategic Plan by following a prescribed topic schedule.

The Core Values are also included in recruitment ([24-0489](#)) materials to prospective students and in text-based communication with community partners.

Recruiting and marketing materials([24-0057](#)) identify the diversity of programming at TSCC as well as the importance of community collaboration.

Further, the "About Us" section of the TSCC website contains relevant and vital information such as:

- Overviews on program-specific accreditation
- Consumer information

- Campus events calendar
- Institutional policies and procedures
- [Faculty & Staff Directory](#)

Sources

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- (24-0072) Resource - Enrollments Fast Facts 19 July 2022
- (24-0074) Resource - Mission Vision Core Values Card 21 February 2020
- (24-0104) Resource - Business Card Template - 12 September 2022
- (24-0117) Report - Fall 2022 Student Demographic Report - 09 September 2022
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- (24-0326) Report - IPEDS Data Feedback Report 2021 - 22 June 2023
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- (24-0331) Resource - Strategic Plan Update Master - 22 June 2023
- (24-0334) Agenda - TSCC Advising Team Meeting Agenda 12-15-2022 - 23 June 2023
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- (24-0449) Minutes - TSCC Assessment Committee Meeting Minutes Feb 2023 - 17 February 2023
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- (24-0509) Resource - 2023 Enrollment Fast Facts - 29 October 2023(2)
- (24-0510) Resource - Black History Month Event. February 27 2023 - 29 October 2023
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- (24-0690) Data - 2023-2024 Event Attendance Log - 30 December 2023
- (24-0696) Resource - VP of Strategic Planning Position Description 2023 - 04 January 2024
- (24-0697) Syllabus - MTH 2310 Syllabus - 04 January 2024
- (24-0698) Syllabus - ENG 1020 Course syllabus - 04 January 2024
- (24-0702)) Agenda - 2023 Advising Team Agendas 07 January 2024
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- (24-0839) Data - CCP Student Performance Data 2015-2022 - 01 February 2024
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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

TSCC is committed to meeting the Mission and Vision by providing the "highest quality education and training to our students, faculty, staff and community".

TSCC currently offers several degrees and certificates in approximately 21 different program areas.

TSCC students may pursue both Associate of Arts ([24-0980](#)) or Associate of Science ([24-0981](#)) General degrees meant to provide a core curriculum of transferable courses that are aligned with potential baccalaureate degrees. These are typically regarded as transfer and applied degrees, as well as applied degrees that allow students to earn a degree in a specific major, commonly known as direct-to-work degrees. Students following an applied degree or certificate pathway usually plan to enter the workforce after earning their credential. The College also provides options for non-traditional students through prior learning assessment ([24-0155](#)), ([24-0185](#)) taking into account prior academic or workforce-related experiences in order to determine applicable credit alignment and possible credit articulation awards.

TSCC provides multiple transfer pathways ([24-1008](#)), ([24-1003](#)), ([24-1005](#)) to four-year public institutions as part of the Ohio Guaranteed Transfer Pathways (OGTP) ([24-0308](#)). This opportunity provides a clear path to associate degree completion into a bachelor's degree at four-year public institutions in a related major. By following an OGTP, students can ensure they are taking coursework that will not only transfer, but also apply to their desired degree programs.

In conjunction with The Ohio Department of Higher Education and the Ohio Foundation of Independent Colleges, TSCC also provides agreements with area four-year private institutions ([24-0554](#)) ([24-1040](#)) that provide a direct transfer-completion plan for TSCC students who meet advanced admission requirements. For example, the "DragonNext" Program ([24-0289](#)) offers students who complete an associate's degree a seamless transfer to similar programs at Tiffin University (whose mascot is a dragon). Examples include:

- Cohort Associate of Applied Business in Business Management (TSCC) → Bachelor of Business Administration, Business Management (Tiffin University)
- Associate of Applied Business, Business Management (TSCC) → Bachelor of Business

Administration, Business Management (Tiffin University)

TSCC supports community and workforce development by providing quality training programs ([24-0507](#)) and certifications for our region's workforce at the Kern Center. These programs and certifications include apprenticeship programs, customized workforce training, industrial and IT certifications, and professional and industrial workforce courses. Apprenticeship and training programs are uniquely designed for each company, as are specific credit and/or non-credit coursework. Standard apprenticeship programs include electrician, HVAC technician, industrial maintenance and machinist, among others. Likewise, customized training options have included leadership development, safety/health, and lean manufacturing.

1.B.2

TSCC is a public, non-profit state institution of higher learning that does not serve investors or any parent organizations.

The College operates under established policies and procedures ([24-0512](#)), ([24-1033](#)) and under regulations set forth by the Ohio Department of Higher Education and Higher Learning Commission. These policies and procedures help to align the institution's strategic priorities with the Mission, Vision, and Core Values, and work to meet community needs.

TSCC's Mission and Core Values ([24-0074](#)) establish the foundation for everything the College does, most specifically to provide the highest quality education and training to the community. Employee business cards ([24-0104](#)) also highlight the Core Values on the reverse side.

1.B.3

The College utilizes several methods to align academic programming with local, state and national needs and trends. Several TSCC programs meet regularly with community Advisory Committees and incorporate their recommendations in order to maintain a current curriculum.

An example of Advisory Committee input that has resulted in direct curricular change ([24-0692](#)), ([24-0699](#)), ([24-0805](#)), ([24-0806](#)), ([24-0804](#)), ([24-0701](#)) are recent changes to the Health Care Administration (HCA) curriculum. The examples provided reflect the process of approval that includes Advisory Committee feedback and required campus committee submissions.

The 2021-2024 Strategic Plan ([24-0061](#)) outlined goals specific to building partnerships and collaborations with the local community:

Goals:

- Secure private philanthropic investments from alumni and friends of the College
- Increase community educational engagement
- Increase impact of and participation within business and industry training
- Increase community collaboration via grants and community funding initiatives

The College has met these goals through several different awards and initiatives to meet both the Strategic Plan as well as TSCC's Mission and Vision.

Examples include:

Welding Lab

Most recently, the College approved approximately \$400,000 to upgrade the welding lab in the Rutherford B. Hayes Skilled Trades Center ([24-0768](#)). The expansion will include 10 additional welding stations to meet the current job demands identified by the College's workforce development partners.

CNC Lab

Ongoing projects include a \$200,000 renovation of the Computer Numerical Control (CNC) lab ([24-0769](#)). This renovation was made possible by a major gift from National Machinery in order to meet the needs of the College's Service District partners.

Skilled Trades Equipment and Supplies

Over the last three years, the College has invested over \$850,000 in equipment. The equipment includes PLC trainers, motor controls trainers, AC/DC trainers, pneumatics trainers, automotive scan tool, mechanical power transmission trainer, FANUC robotics certification carts, virtual machine PLC lab, laptops, monitors, motor controls panels with components, and various software licenses to facilitate remote learning. Local capital dollars, the OPWICS grant, RAPIDS grants, COVID related funds, and the Terra College Foundation ([24-0985](#)) provided the funding for these investments.

Broadband Node

TSCC has been named a *Node* for the Northwest Ohio Broadband initiative in partnership with the University of Findlay ([24-0858](#)), ([24-0984](#)).

NSF Grant

As part of a recent National Science Foundation (NSF) Advanced Technology Education (ATE) Grant award ([24-0909](#)), faculty teaching and administrating the Programmable Logic Control (PLC) certificate will engage with local employers to embed a competency-based education model in order to train and employ additional Electrical Maintenance Technicians.

Nursing Grant

TSCC was recently awarded a \$200,000 Nurse Education Grant from the Ohio Board of Nursing ([24-0885](#)) to launch a new part-time, nights and weekend cohort.

This opportunity will allow the program to add an additional 48 students in the first year and an additional 48 students during the second year.

Solar Field Construction

The college's board approved a multi-million dollar deferred maintenance agreement with Perrysburg-based Wadsworth Solutions for several campus energy upgrades. These upgrades include a proposed on-site 1.7-megawatt solar photovoltaic (PV) array to power all of Terra State's campus buildings.

Community Connections

TSCC has several partnerships with local community agencies ([24-0558](#)), especially in the Skilled Trades, Nursing, and Allied Health Programs. In fall 2017, TSCC partnered with Economic Modeling Specialists International (EMSI) to produce an Economic Impact Report ([24-0322](#)) that provided insights into the College's impact and sustainability on the local economy and its value to the community.

TSCC also connects with the community through several hundred public events ([24-0105](#)) ([24-0093](#)) held throughout the year. An example includes the annual "Kids College" ([24-0236](#)) event that invites local K-8 students to TSCC to participate in classes in art, computers, fitness, history, language, math, music, and science. Community agencies and members of the public also utilize ([24-0693](#)), ([24-0700](#)) TSCC facilities.

Sources

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

TSCC is committed to providing various curricular and co-curricular activities that contribute to meeting the Vision of modeling “academic excellence, student-focused service and community engagement.”

Curricular Activities

TSCC's faculty provide numerous curricular activities as part of a student's regular coursework that support the course, program, and general learning outcomes of the institution.

Examples include:

Music

The TSCC Music Program has established itself as a foundational program at the College ([24-0255](#)), ([24-0419](#)). Along with the opportunity to enroll in several performing ensembles including Symphonic Band, Symphony Orchestra, Fusion Band, Chorus, Jazz Band, and Percussion Ensemble, the Music Technology and Recording Arts program includes a hands-on curriculum that trains students in the field of audio engineering and production. Students regularly record original music along with those of their fellow students.

Digital Media Technology

Students in this program learn techniques such as print and web in order to reach a wide range of people including clients and perspective employers. They also gain knowledge of how to take projects from conception to launch ([24-0425](#)).

Skilled Trades

The Skilled Trades degree programs at TSCC focus on a hands-on curriculum that meets the current and emerging needs of the industry and those within the Service District. Each program includes several opportunities to gain experience and knowledge that lead to the necessary certifications for employment. Examples include:

- Students in the Robotics and Integrated Manufacturing Program learn to read and interpret electrical, hydraulic, and pneumatic diagrams as well as an understanding of the electrical and mechanical components of a robot system. They also learn how to safely startup, shutdown, and program FANUC and ABB robots.
- Students in the Welding program develop a high degree of knowledge and skill in selecting and utilizing the major welding processes in all four welding positions on a variety of commercial ferrous and nonferrous alloys. They also become knowledgeable in welding metallurgy and heat-treating principles and how they apply to the modern-day workforce.
- Students in the Computer Systems Program learn to design, code and develop both Windows and Web-based application components ([24-0986](#)). They also create and implement a plan to install, configure and troubleshoot multiple computer operating systems.

Co-Curricular Activities

TSCC provides students with various co-curricular options that supplement their classroom work ([24-0661](#)) as well as providing opportunities to engage with both the community and local business partners([24-0539](#)).

The College provides opportunities for students to engage with the campus and the surrounding community through a robust offering ([24-0497](#)), ([24-0542](#)) of clubs and organizations including student professional organizations ([24-0990](#)), ([24-0991](#)), ([24-0999](#)). Several applied degree programs sponsor active student organizations, including the Health Information Technology Student Organization (HITSO). This organization ([24-0333](#)), like many others across campus, are committed to both professional development as well as community service and volunteerism ([24-0988](#)).

Student Government ([24-0324](#)), ([24-1019](#)) serves as an integral organization to the College that regularly collaborates with other active student groups to coordinate service and volunteerism projects. One such example ([24-0314](#)) includes a multi-organizational effort to assist the local Fremont Habitat for Humanity Organization with a spring 2023 building project.

Other student examples include professional organizations and fraternities such as Phi Theta Kappa ([24-0469](#)), all of which participate in a variety of co-curricular and service-learning activities that benefit their professional development.

Curricular and Co-Curricular Integration

The College is also committed to integrating both curricular and non-curricular initiatives within the institutional General Learning Outcomes ([24-0511](#)). Institutional General Learning Outcome #5 focuses on student “engagement in our democratic society.” This outcome is currently under consideration by the campus Assessment Committee ([24-0976](#)) to transition into a co-curricular outcome, measured through service learning and volunteerism efforts by the College student clubs and organizations.

Faculty, staff, and administrative participation and volunteerism in the TSCC Service Area are also integral aspects of TSCC’s Mission and Vision ([24-0964](#)).

1.C.2

As articulated in TSCC’s Mission, Vision, and Strategic Plan, the College is committed to

connecting with our community and community partners in order to provide a more diverse and inclusive environment for our students, faculty and staff.

The TSCC Multi-Cultural Advisory Council ([24-0235](#)) is composed of faculty, staff, and community members who plan and coordinate activities throughout the academic year with a focus on diversity, equity, and inclusion (DEI). Most recently, the committee held an event to recognize and celebrate Hispanic Heritage Month ([24-0524](#)) and has held similar events ([24-0510](#)), ([24-0656](#)), ([24-0987](#)) for Black History Month.

DEI is also integrated throughout the curriculum requirements for TSCC students, including the GEN 1000 ([24-0521](#)), First Year Seminar course (see Week 5 discussion- Diversity) which is required for all degree-seeking students.

TSCC regularly monitors the demographic makeup ([24-0509](#)), ([24-0478](#)), ([24-0528](#)) of the student body as well as that of the College service area in order to gain a better understanding of the students we serve. While this includes both local and international students, our goal is to prepare students from all backgrounds to be successful after completing their education at TSCC. In order to accomplish this goal, the College plans on analyzing several key data points including:

- Predictive analytics such as incoming placement test scores (ACT, SAT, Accuplacer, for example)
- Past performance at either the secondary or postsecondary levels
- Increased utilization of student support services including tutoring and advising (as part of the institutional Assessment Academy Project)
- Increased co-curricular participation

TSCC is also uniquely positioned to impact DEI efforts at the College and in the greater Fremont community. TSCC is a member of the Greater Fremont Community Excellence Group (CEG) ([24-0992](#)), ([24-0993](#)), which is composed of both formal and informal leaders in the region. Each individual on the CEG is committed to “improving the quality of life and the shared mission, vision, and values” of each member of the organization.

The College is committed to working collaboratively with the community to ensure it maintains an institutional culture of access and inclusion that meets the needs of our service district and business partners ([24-0751](#)), ([24-0781](#)).

TSCC also engages with local school districts in order to address the diverse needs of prospective students. One example is a partnership with Vanguard/Sentinel Career Center ([24-0975](#)) that allows their college-ready students to begin their college careers on their campus and complete their degree as dually enrolled students at Terra State. For most students, this agreement creates a significant reduction in college costs and for the most motivated college-ready students, the opportunity to complete their associates degree upon high school graduation.

TSCC has always prioritized innovative community partnerships as a unique vehicle to meet the Mission. The College has entered into an agreement with the institution’s Title IX Coordinator, a TSCC alum (2004) and current Director of Diversity and Inclusion for the City of Fremont ([24-0914](#)). Among other projects, she is currently engaging with community members on issues related to DEI and exploring various action steps the City should undertake.

This individual has also been collaborating with TSCC Vice President for Academic Affairs to bring

services and programs that enhance diversity and inclusion for Terra State students. Community professional development sessions have also included implementing the *7 Pillars of Inclusiveness* (24-0499) to guide organizations or communities with less diversity in developing strategic initiatives through quantitative and qualitative analysis, and providing practical steps and resources to leverage positive influences that support diversity and equity.

1.C.3

The TSCC Mission, Vision, and Core Values reflect the expectation that faculty, staff and students respect the ideas and perspectives of each other regardless of gender, racial, or socioeconomic background. TSCC illustrates this expectation in various official documents across campus. Examples include:

- Statement of Non-Discrimination -- found in the Employee Handbook--Section 2.3 (24-0485)
- Fundamental Statement of Ethics -- found in the TSCC Employee Handbook--Section 2.4 (24-0486)
- Preferred Name, Gender, & Pronoun Policy-- found in the TSCC Employee Handbook--Section 7.4 (24-0540)
- Harm to Others--found in the Student Code of Conduct--Article D (24-0238)
- Portion of the Public Use of College Grounds for Expressive Activity Policy (24-0716)

Future Goals and Challenges:

The College understands the importance of current students and TSCC graduates succeeding in a global and culturally diverse society. The 2024-2026 institutional Strategic Plan (24-0553) includes the following components that align with this priority:

- Increase community educational engagement.
- Increase impact and participation within business and industry training.

In order to meet these objectives, the College has highlighted several future action steps with plans for implementation during the next 1-3 academic years:

- Integrating service-learning opportunities throughout the applied and transfer degree programs and pathways
 - Current service-learning activities (24-0266) occur primarily in the allied health and nursing programs.
- Increase learning opportunities for students outside of the traditional classroom to include developing a robust internship program across all academic programs.
- Increase opportunities for all TSCC students to work directly with local businesses to solve real-world applications.
 - For the skilled trades programs, the College has established a foundation of student apprenticeship pathways and training with over 70 companies. Currently, the apprenticeship training programs primarily focus on industrial trades and manufacturing.
- Refining the culture of data-informed decision making through regular campus surveys,

continuous review of enrollment, retention and completion data, and student academic performance results at TSCC and transfer institutions in order to ensure the College is meeting the specific needs of the entire student population.

- TSCC has begun emphasizing several of these components through the Program Review process ([24-0498](#)).
- Prioritize increased DEI and civic engagement professional development opportunities for students, faculty and staff throughout each academic year.

TSCC will include these items as part of the regular Strategic Planning review sessions.

Sources

- (24-0235) Resource - Multi-Cultural Advisory Committee Charge - 07 June 2023
- (24-0238) Policy - Student Code of Conduct Policy - 08 June 2023
- (24-0238) Policy - Student Code of Conduct Policy - 08 June 2023 (page number 7)
- (24-0255) Website - Music Ensembles and Upcoming Events - 09 June 2023
- (24-0266) Resource - Medical Assisting Health and Wellness Calendar - 09 June 2023
- (24-0314) Agenda - Student Organizations Meeting Agenda - 21 June 2023
- (24-0324) Minutes - Student Government Meeting Agenda - 4.4.22 - 22 June 2023
- (24-0333) Minutes - HITSO Meeting Minutes - 23 June 2023
- (24-0414) Website - Great Lakes Community Action Partnership Website - 19 September 2023
- (24-0419) Resource - TSCC Musical Showcase Flier - 19 September 2023
- (24-0425) Resource - Digital Media Technologies. Toledo Museum of Art - 19 September 2023
- (24-0469) Resource - PTK Student Activity - 05 October 2023
- (24-0478) Website - TSCC International Student Admissions Website Page - 06 January 2023
- (24-0485) Resource - 2023-2024 Employee Handbook Statement of Non-Discrimination p.8 - 06 October 2023
- (24-0485) Resource - 2023-2024 Employee Handbook Statement of Non-Discrimination p.8 - 06 October 2023 (page number 9)
- (24-0486) Resource - TSCC Fundamental Statement of Ethics p. 8 - 06 October 2023
- (24-0486) Resource - TSCC Fundamental Statement of Ethics p. 8 - 06 October 2023 (page number 9)
- (24-0497) Website - Student Clubs and Organizations - 29 October 2023_Redacted
- (24-0498) Resource - TSCC Program Review Process 2020 - 29 October 2023
- (24-0499) Resource Fostering Community through DEI - Pg 17 - 7 Pillars Inclusiveness - 29 October 2023
- (24-0499) Resource Fostering Community through DEI - Pg 17 - 7 Pillars Inclusiveness - 29 October 2023 (page number 21)
- (24-0509) Resource - 2023 Enrollment Fast Facts - 29 October 2023
- (24-0510) Resource - Black History Month Event. February 27 2023 - 29 October 2023
- (24-0511) Resource - TSCC General Learning Outcomes - 29 October 2023
- (24-0521) Syllabus - GEN1000 Course Syllabus - 30 October 2023
- (24-0524) Agenda - Hispanic Heritage Month Event Agenda 2023 - 30 October 2023
- (24-0528) Resource - International Student Admissions Procedures - 05 November 2023
- (24-0539) Resource - Flu Shot Clinical-RN and Medical Assisting Students - 05 November

2023

- (24-0540) Resource - Employee Handbook-Preferred Name-Gender-Pronoun Policy Pg 16 - 05 November 2023
- (24-0540) Resource - Employee Handbook-Preferred Name-Gender-Pronoun Policy Pg 16 - 05 November 2023 (page number 17)
- (24-0542) Agenda - All Student Organization Club Meeting Agenda 9.06.2023 - 05 November 2023
- (24-0553) Resource - Strategic Plan 2024-2026 - 06 November 2023
- (24-0656) Minutes Black History Month Meeting Minutes - 27 December 2023
- (24-0661) Resource - Free Blood Pressure Reading Medical Assisting Flier - 27 December 2023
- (24-0716) Policy - Public Use of College Grounds for Expressive Activity Policy - 28 January 2024
- (24-0751) Email - Academic Affairs General Meeting Agenda - Equity Diversity and Sensitivity Training - 29 January 2024_Redacted
- (24-0781) Email - Diversity Training Email Follow-up to Faculty - 30 January 2024
- (24-0914) Website - Chari Mullen Profile Page - 04 February 2024
- (24-0964) Resource- Organizations that include Members of TSCC Community - 06 February 2024
- (24-0975) Resource - Memorandum of Understanding between TSCC and Vanguard-Sentinel Career and Technology Centers - 09 February 2024
- (24-0976) Minutes - Assessment Committee Minutes December 5 2023 - 09 February 2024
- (24-0986) Resource - Terra State Cybersecurity Student Place 2nd of all Community Colleges in the Nation - 15 February 2024
- (24-0987) Minutes - Black History Month Meeting Minutes 1.8.24 - 15 February 2024
- (24-0988) Minutes - HITSO Student Org Meeting Minutes 2023-2024 - 15 February 2024
- (24-0990) Minutes - SNA Meeting Minutes AY 2023-2024 - 15 February 2024
- (24-0991) Agenda - TSCC PTASA Agenda – January 22 2024 - 15 February 2024
- (24-0992) Resource - Greater Fremont Community Profile 2022 - 15 February 2024
- (24-0993) Email - Greater Fremont Public Launch Email - 15 February 2024_Redacted
- (24-0999) Resource - SNA Activities Timeline - 18 February 2024
- (24-1019) Minutes - All Student Government Meeting Minutes - 21 February 2024

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The TSCC Mission is clearly articulated publicly on the website and throughout recruitment and informational material. The Mission guides the operations and is embedded within the institution's 2021-2024 Strategic Plan. Guided by a model of shared governance and community engagement, the Strategic Plan was created through robust involvement and contributions from internal and external stakeholders, including several members of the local community. TSCC is committed to providing a culture of diversity, equity and inclusion that is reflected in the curriculum, student involvement on campus, and in partnerships and collaborations throughout the college's tri-county service region. Student Services and academic assistance options provide students (as well as prospective students) several avenues to advance and explore their academic plans and aspirations. TSCC utilizes several data points related to student demographics, local, state and national trends in diversity and global citizenship, as well as ideas and suggestions from current and former students to provide a unique culture of acceptance and inclusion that contributes to TSCC's overall commitment to the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

TSCC created, and the Board of Trustees (BOT) adopted, a new Mission Statement ([24-0074](#)) as part of the development of the 2021-2024 Strategic Plan ([24-0062](#)).

TSCC's president convened the Champions of Change (The Champions) ([24-0537](#)), ([24-0721](#)), ([24-0458](#)) in February 2019. The charge of this committee was to provide input on the development of the Strategic Plan. TSCC's president also provided regular updates ([24-0535](#)), ([24-0534](#)), ([24-0533](#)), ([24-0532](#)) to the BOT on the progress of the Strategic Plan.

TSCC's president reported to the BOT in January 2020 that the Strategic Plan ([24-0531](#)), as well as the new Mission, Vision, and Core Values had been completed. Final approval ([24-0530](#)) was made by the BOT during the January 2021 meeting.

2.A.2

All TSCC employees receive the Employee Handbook ([24-0502](#)), ([24-0728](#)), which includes components such as a Fundamental Statement of Ethics, Work-place Conduct, Employee Standards, and Institutional Policies. Employees are required to submit an acknowledgement form ([24-0538](#)) indicating they have read and will abide by the document's contents.

Further, each employee of the College is a public employee of the State of Ohio and is thereby governed by Ohio's Ethics Laws ([24-0487](#)), enforced by the Ohio Ethics Commission. All employees are required to adhere to these regulations as a condition of employment at TSCC.

The College also utilizes a General Counsel to provide legal advice on all matters concerning internal and external constituencies.

TSCC is governed by policies and procedures ([24-1033](#)), ([24-0512](#)) that ensure integrity and ethical behavior on the part of its governing board, administration, faculty and staff. The established Core

Values of the College reflect this charge.

The creation, revision, and approval of all TSCC policies and procedures follows the guidelines set forth in the institutional Policy on Policies ([24-0730](#)). This policy provides actions that policy writers and holders must follow when creating a new or materially revised policy, minor revisions to existing policies, as well as reviewing and confirming current policies, and retiring existing policies. A policy flowchart ([24-0731](#)) was also developed to provide further illustration and guidance concerning these actions.

As indicated in the Policy on Policies, TSCC has a committee and personnel structure that oversees the review and approval of many of the College's policies and procedures (along with ensuring state and federal compliance), which are available on the TSCC website. The following committees have policy and procedure review, recommending authority, or final approval as part of their charges:

- *Council for Academic and Student Affairs (CASA)* ([24-0494](#)): Strives for consensus in policy and procedure development and implementation related to academic programs and student services. This committee carries final authority in academic and student services curriculum, policy and procedure approval ([24-0759](#)), ([24-0761](#)), ([24-0760](#)).
- *Policy Review Committee* ([24-0230](#)): Oversees and coordinates the process for developing, reviewing, and updating College policies in Academic Affairs, Campus Safety, Financial Affairs, Human Resources, Student Services and Athletics. Committee members meet individually with policy holders to review proper policy format, content, grammar, approval history, and length of time to next review ([24-0766](#)).
- *Curriculum Committee* ([24-0694](#)): Provides recommendations to CASA regarding academic curriculum decisions and changes ([24-0762](#)), ([24-0763](#)), ([24-0764](#)); assists in ensuring the integrity of the College curriculum to align with Ohio Department of Higher Education (ODHE) guidelines ([24-0306](#)) and procedures for Academic Program Review ([24-0498](#)), ([24-1023](#)) the Higher Learning Commission (HLC); and all relevant accrediting bodies.

An example of this process includes the approval of the new Religious Accommodation Policy ([24-0547](#)). The Ohio Association of Community Colleges (OACC) presented ([24-0529](#)) guidelines requiring institutions to develop this policy.

Committee members worked with the Vice President for Academic Affairs (the policy holder) to develop the policy language, format, and final version. This version was presented to CASA for approval ([24-0550](#), [24-0549](#)) in February 2023.

All policy approvals are published to the campus community through "The Shield." The May 2023 issue ([24-0548](#)) includes the approval of the Religious Accommodation Policy.

Further, the TSCC Athletic Director ([24-0562](#)) provides oversight to the "Titan" Athletic Teams on all regulatory matters to ensure compliance and eligibility for all student-athletes and coaches.

Policy Oversight

Upon approval, each department at TSCC designated as policy holders provides all oversight of their specific policies and procedures. Departments are responsible for both the enforcement and the regular review of policy and procedures. An example of policy enforcement includes regular communication ([24-0567](#)) to the TSCC employees reminding them to complete the Employee Handbook Acknowledgement Form ([24-0538](#)). Another example includes the enforcement of the IT

Acceptable Use Policy ([24-0572](#)) which all users (faculty, staff, and students) must agree and acknowledge prior to logging on to an TSCC laptop or desktop.

Other examples of policies specific to College departments are as follows:

Financial Policies

TSCC has approved policies and procedures in place to govern the financial and investment actions of the College, including:

- *Investment Policy* ([24-0394](#))- provides for the prudent management of all public funds and to invest public funds in a manner which will provide the highest investment return with the maximum security, safety and preservation of the principal, while meeting the daily cash flow demands of the college. This is done in accordance with all applicable statutes governing the investment of public funds.
- *Purchasing Policy* ([24-1032](#))- provides standards and regulations related to vendor selection, new construction and major renovation, and a formal bid process.
- *Purchase Cards* ([24-0715](#))- provides protocols for authorized card holders as well as usage procedures.
- *Deferred Revenues Policy* ([24-0571](#))- provides protocols for how and when institutional revenues are recorded.

The Vice President for Financial Affairs (VPFA) ([24-1045](#)) is the primary policy holder for all Business and Finance policies and procedures at TSCC. This individual also oversees all fiscal operations for the College, including presenting annual budgets for BOT approval prior to each fiscal year.

The BOT is also actively involved in the oversight and monitoring of the fiscal operations at the College. Budget reports and updates are provided during each Board meeting. The Board is also responsible for final approval ([24-0447](#)) of the annual budget.

TSCC has received clean audit reports by the Ohio State Auditor's Office. Reports ([24-0034](#), [24-0035](#), [24-0228](#), [24-0466](#)) from the previous four years are provided as part of this submission.

Further, the College received an outlook of *stable* with a B1 bond rating ([24-0387](#)) from Moody's- last updated April 2023.

Human Resources (HR) Policies

The Office of Human Resources at TSCC provides oversight and guidance for all employee-related matters at the College and coordinates the recruiting and hiring of new employees. TSCC is committed to maintaining an environment of ethical ([24-0486](#)) behavior and the HR Office provides regular information and updates to all college personnel. Selected HR policies approved by the College include:

- *Hiring Policy* ([24-0663](#)), ([24-0664](#)), ([24-0665](#)): Upon approval of the president, personnel recruitment shall be a formal process with all job openings being posted. TSCC follows the rules and regulations provided in Chapter 4112 of the Ohio Revised Code when hiring new employees related to non-discriminatory hiring practices.
- All appointment positions will be posted ([24-0566](#)) on the College website by the Human Resources Office.

- *The Collective Bargaining Agreements (CBA)* ([24-0424](#), [24-0187](#)) between the BOT, TSCC, and the Terra Faculty and Staff Associations further reinforce the policies and procedures related to position postings, faculty hiring process, promotion, and tenure.
- *Conflict of Interest* ([24-0483](#)): Members of the BOT are required to demonstrate honesty and professional integrity at TSCC and are required to sign annual conflict of interest ([24-0484](#)) forms.
- *Conflict of Interest/Employees* ([24-0569](#)): Employees are required to demonstrate honesty and professional integrity at TSCC.
- *Workplace Ethics* ([24-0570](#)): This policy outlines the standards by which all TSCC personnel are expected to abide, including personal and professional actions while employed by the College.
- *Staff* ([24-0502](#)) and *Faculty Handbooks* ([24-0728](#)) are provided to employees; the handbooks reinforce these policies and provide further guidance for College procedures and protocols.
- *Performance Evaluations* ([24-0723](#)),([24-0568](#)): All College employees receive scheduled performance evaluations from direct supervisors.
- *Grievance Policy*: ([24-0878](#)), ([24-0575](#)),([24-0785](#)): This policy is provided to all College personnel to identify protocols, to ensure fairness and consistency in employee relations, and to resolve misunderstandings as quickly as possible.
- *Statement of Non-Discrimination* ([24-0485](#)) ([24-0728](#)): As outlined in both the Employee and Faculty Handbooks.

The HR also provides ongoing training ([24-0787](#)),([24-1012](#)), ([24-0116](#)) for all faculty and staff as part of required conditions of employment. For example, the TSCC Title IX Coordinator includes regular and ongoing training ([24-0801](#)) to select personnel, including faculty, staff and students to maintain a campus free of sexual harassment and sexual assault.

Academics

TSCC ensures the integrity and value of its academic programs through its five-year review cycle as described in the Academic Program Review Schedule ([24-1023](#)), ([24-0514](#)). Programs are evaluated ([24-0514](#)) in several categories including enrollment, material and instructional costs, licensure passage rates, and occupational viability.

Several degree programs also utilize Advisory Committees ([24-0525](#)), ([24-0243](#)), ([24-0443](#)) to provide guidance and insight as well as recommendations for curriculum improvement, changes and new program proposals. An example ([24-0430](#)) of curricular change made on behalf of Advisory Committee feedback includes the addition of two new courses to the Medical Assisting Program curriculum in fall 2019, prompted by requests from the advisory board to focus on more specialized fields.

Changes such as these move through an approval ([24-0159](#)), ([24-0998](#)),([24-0427](#)), [24-0431](#)) process that includes both the College Curriculum Committee and the Council for Academic and Student Affairs (CASA). Once final approval is granted by CASA, new program proposals as well as substantive changes require approval by the ODHE. Final changes are reflected in the College Catalog and Student Handbook.

Auxiliary Services

The primary functions of the Auxiliary Services at TSCC include Dining Services, Residential Life, the College Store, and providing community and employer training. The Vice President for

Academic Affairs ([24-0695](#)) oversees and ensures the integrity of the Dining Hall operations, noncredit and employer training and workshops, and facility rentals. The Senior Vice President of Innovation and Strategic Planning ([24-0696](#)) oversees and ensures the integrity of the Residential Life component.

An example of a student focused initiative as a result of this oversight was the implementation of the Follett ACCESS Plan ([24-1022](#)), which is a partnership between TSCC and the College Store that allows students to rent or purchase textbooks at a reduced cost.

Students will have access to course materials when classes start. All students are initially included in this program but have the capability of opting out at designated points each academic semester.

Descriptions of these services include:

- **Dining Services**-- The Tree Tops Café, located on the second floor of the General Technologies Building, (Building B), serves food “cafeteria-style” and offers a varied menu selection daily. Meal Plans are required for all students who reside in on-campus housing.
- **Residential Life**-- On-campus housing, otherwise referred to as “The Landings,” is home to approximately 150-200 students and offers multiple living options and floor plans that include studio areas, living rooms, bedrooms, kitchen spaces, and bathrooms.
- **Collegiate Bookstore**-- The College Store is located on campus and provides a variety of items including TSCC apparel, health and vanity items as well as food and snacks.
- **Parking Options**-- Students may park, without a permit, in any of Terra State’s non-restricted parking areas. Parking areas are located adjacent to all buildings for easy access.

Handicapped, visitor parking and other restricted parking areas (fire lanes) are clearly marked. Students need a valid permit to park in handicapped parking areas. Visitor parking is for visitors to the campus who need only short-term access.

Sources

- (24-0034) Resource - 2019 Certified Audit - 30 June 2019
- (24-0035) Resource - 2020 Certified Audit - 04 January 2024
- (24-0062) Resource - Strategic Plan Brochure - 19 January 2021
- (24-0074) Resource - Mission Vision Core Values Card 21 February 2020
- (24-0116) Email - Leadership Training Welcome Email - 22 November 2021
- (24-0159) Resource - Curriculum Committee Approval Flowchart - 23 May 2023
- (24-0187) Resource - Terra Staff Contract - 02 June 2023
- (24-0228) Report - TSCC 2021 Single Audit - 06 June 2023
- (24-0230) Resource - Policy Committee Charge - 06 June 2023
- (24-0243) Minutes - TSCC Accounting Program Advisory Committee Minutes - 08 June 2023
- (24-0306) Resource - ODHE Academic Program Review Guidelines - 15 June 2023
- (24-0387) Resource - Moodys Credit Opinion - 22 August 2023
- (24-0394) Policy - Investment Policy 2023 - 17 September 2023
- (24-0424) Resource - Terra Faculty Association Contract 2022-2025 - 19 September 2023
- (24-0427) Minutes - Curriculum Committee Medical Assisting Curriculum Change Approval - 19 September 2023

- (24-0430) Resource - Curriculum Committee Program Revision Form - Medical Assisting - 17 February 2023
- (24-0431) Minutes - CASA Meeting Minutes - Medical Assisting Curriculum Change Approval - 17 February 2023
- (24-0443) Minutes Accounting Program Advisory Meeting Minutes - December 2022 - 17 February 2023
- (24-0447) Minutes - TSCC Board of Trustee Minutes FY2022 Budget Approval - 17 February 2023
- (24-0458) Minutes - Champions Of Change 2019 Meeting Notes - 17 February 2023
- (24-0466) Report - TSCC 2022 Sandusky County Single Audit - 08 February 2023
- (24-0483) Policy - TSCC Board Policy Ethics and Conflict of Interest - 06 October 2023
- (24-0484) Resource - 2022 Board of Trustees Conflict of Interest Disclosure Filing Status - 06 October 2023
- (24-0485) Resource - 2023-2024 Employee Handbook Statement of Non-Discrimination p.8 - 06 October 2023
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- (24-0487) Website - Ohio Ethics Law Overview - 06 October 2023
- (24-0494) Resource - CASA Team Charge 2023 - 29 October 2023
- (24-0498) Resource - TSCC Program Review Process 2020 - 29 October 2023
- (24-0502) Resource - Employee Handbook 2023 - 29 October 2023
- (24-0512) Website - Institutional Policies - 29 October 2023
- (24-0514) Data - Ad Astra Program Review Results - 29 October 2023
- (24-0525) Policy - TSCC Policy and Procedure - Program Advisory Boards - 30 October 2023
- (24-0529) Presentation - Testing Your Faith Act and Governor DeWine Recent Executive Orders - 05 November 2023
- (24-0530) Minutes - Board of Trustees Meeting Minutes January 2021-Strategic Plan-Mission-Vision-Core Values Approval 05 November 2023 - _Redacted
- (24-0530) Minutes - Board of Trustees Meeting Minutes January 2021-Strategic Plan-Mission-Vision-Core Values Approval 05 November 2023 - _Redacted (page number 9)
- (24-0531) Minutes - Board of Trustees Meeting Minutes January 2020-Strategic Plan-Mission-Vision-Core Values Completion - 05 November 2023
- (24-0531) Minutes - Board of Trustees Meeting Minutes January 2020-Strategic Plan-Mission-Vision-Core Values Completion - 05 November 2023 (page number 4)
- (24-0532) Minutes - Board of Trustees Meeting Minutes May 2019-Strategic Plan Progress - 05 November 2023 - _Redacted
- (24-0532) Minutes - Board of Trustees Meeting Minutes May 2019-Strategic Plan Progress - 05 November 2023 - _Redacted (page number 3)
- (24-0533) Minutes - Board of Trustees Meeting Minutes April 2019-Strategic Plan Progress - 05 November 2023
- (24-0533) Minutes - Board of Trustees Meeting Minutes April 2019-Strategic Plan Progress - 05 November 2023 (page number 4)
- (24-0534) Minutes - Board of Trustees Meeting Minutes March 2019-Strategic Plan Progress - 05 November 2023
- (24-0534) Minutes - Board of Trustees Meeting Minutes March 2019-Strategic Plan Progress - 05 November 2023 (page number 3)

- (24-0535) Minutes - Board of Trustees Retreat Notes February 2019-Strategic Plan Progress - 05 November 2023
- (24-0537) Email - Call for Champions of Change Email from the President February 15 2019 - 05 November 2023
- (24-0538) Resource - Employee Handbook Acknowledgement Form - 05 November 2023
- (24-0547) Policy - Religious Accommodation Policy - 05 November 2023
- (24-0548) Resource - The Shield May 2023 - Religious Accommodation Policy Approval - 05 November 2023
- (24-0549) Minutes - CASA Meeting Minutes - Religious Accommodation Policy Approval - 05 November 2023
- (24-0550) Agenda - CASA Agenda - Religious Accommodation Policy - 05 November 2023
- (24-0562) Resource - Position Description for Athletic Director - 13 November 2023
- (24-0566) Website - Human Resources.Job Postings - 22 November 2023
- (24-0567) Email - Campus Communication Employee Handbook - 22 November 2023
- (24-0568) Resource - Employee Performance Evaluation Template - 22 November 2023
- (24-0569) Policy - Conflict of Interest Policy - 22 November 2023
- (24-0570) Policy - Workplace Ethics Policy - 22 November 2023
- (24-0571) Policy - Deferred Revenues Policy 2023 - 22 November 2023
- (24-0572) Policy - Acceptable Use Policy 2024 - 04 January 2024
- (24-0575) Resource - Grievance Procedure from Faculty Contract p.6-7 - 22 November 2023
- (24-0575) Resource - Grievance Procedure from Faculty Contract p.6-7 - 22 November 2023 (page number 12)
- (24-0663) Policy - Hiring Policy - 27 December 2023
- (24-0664) Resource - Steps of Hiring Process - 27 December 2023
- (24-0665) Presentation - Hiring Process Presentation - 27 December 2023
- (24-0694) Resource - Curriculum Committee Charge 11.14.23 - 03 January 2024
- (24-0695) Resource - VP of Academic Affairs Position Description 12.2023 - 04 January 2024
- (24-0696) Resource - VP of Strategic Planning Position Description 2023 - 04 January 2024
- (24-0715) Policy - Purchasing Card Policy 2024 - 28 January 2024
- (24-0721) Survey - Strategic Planning - Defining Our Core Values Survey and Results 2019- November - 28 January 2024
- (24-0723) Policy - Performance Evaluations Policy 2024 - 28 January 2024
- (24-0728) Resource - 2023-2024 Faculty Handbook - 28 January 2024
- (24-0728) Resource - 2023-2024 Faculty Handbook - 28 January 2024 (page number 10)
- (24-0730) Policy - Policy on Policies - 28 January 2024
- (24-0731) Resource - Policy on Policies Flowchart - 28 January 2024
- (24-0759) Minutes - CASA-Meeting Minutes 1.19.23 - 29 January 2024
- (24-0760) Minutes - CASA Meeting Minutes 2.18.21 - 29 January 2024
- (24-0761) Minutes - CASA Meeting Minutes 2.17.22 - 29 January 2024
- (24-0762) Minutes - Curriculum minutes 9.12.23 - 29 January 2024
- (24-0763) Minutes - Curriculum minutes 12.13.22 - 30 January 2024
- (24-0764) Minutes - Curriculum Committee Minutes 2.9.21 - 30 January 2024
- (24-0766) Minutes - Policy Review Committee Meeting Summary - November 9 2022 - 30 January 2024
- (24-0785) OAPSE Staff Union Contract – Grievance Procedure p. 9 - 30 January 2024
- (24-0785) OAPSE Staff Union Contract – Grievance Procedure p. 9 - 30 January 2024 (page number 13)
- (24-0787) Email - Vector Solutions Online Training Email to Staff Faculty and Adjunct Faculty - 31 January 2024

- (24-0801) Email Title IX Training - Athletic Department Nov 17 2023 - 01 February 2024
- (24-0878) Policy - Grievance Policy 2023 - 02 February 2024
- (24-0998) Resource - Medical Assisting Curriculum Changes - 18 February 2024
- (24-1012) Report - Vector Solutions Completion Report - 21 February 2024
- (24-1022) Website - Follett Access Program - 21 February 2024
- (24-1023) Resource - Program Review Schedule - 21 February 2024
- (24-1032) Policy - Purchasing Policy - 23 February 2024
- (24-1033) Resource - TSCC List of Institutional Policies - 23 February 2024
- (24-1045) Resource - Vice President for Financial Affairs Position Description - 26 February 2024

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

TSCC's website, www.terra.edu, is the primary communication tool for presenting the institution to the internal and external stakeholders of the College. Four of the primary tabs on the homepage are student-focused, providing information on Degrees and Certificates, Life at Terra, Campus Visit, and Application Procedures. Additional information regarding Workforce Training, General Campus Information, and Event Calendars are also available on the homepage.

Another critical tool accessible from the website is the [College Catalog](#). This document includes items such as course descriptions, institutional policies and procedures, and the Student Code of Conduct.

TSCC is committed to reviewing and updating the various components of the website to ensure accuracy. The institutional Policy on Policies ([24-0730](#)) includes language that directs policy holders to update the website (as well as ancillary components such as the College Catalog) upon final approval of new, revised, or retired policies and procedures. Another example includes updating the Tuition and Fees ([24-0405](#)) and Net Price Calculator ([24-0581](#)) sections of the website to reflect the change in cost-per-credit hour to \$194, implemented for the 2023-2024 academic year. For this example, the Chief Financial Officer reviews all fiscal information as part of the approval process prior to any website changes. Likewise, policyholders and other members of the institutional leadership review and approve all material changes and updates to the website.

Key elements from the website include:

- Tuition and Fees ([24-0405](#)) - includes cost per semester, as well as a financial aid checklist ([24-0231](#)) in order to provide accurate and transparent resources for students
- Net Price Calculator ([24-0581](#))- includes a listing of all tuition and required fees
- Paying for College QA Guide ([24-0503](#))
- Enrollment Checklist ([24-0237](#))
- Degree Programs ([24-0388](#))
- [Class Schedule](#)
- [College Catalog](#) - the official College Catalog and Student Handbook is fully accessible from the website and includes, among other items, applicable college policies and procedures as well as course listings and academic program descriptions.

- Academic Calendar ([24-0496](#))
- Accreditation ([24-0717](#)) - accessible through the “About Us” tab and provides institutional as well as programmatic accreditations
- [Faculty, Staff and Administrative Rosters](#), ([24-0259](#))
- Board of Trustees Information and Roster ([24-0321](#))
- TSCC News ([24-0254](#)) - recent and historical media stories and press releases
- The Shield ([24-0579](#)) - campus newsletter
- Student Consumer Information ([24-0506](#))
- Institutional Policies and Procedures ([24-0512](#))
- Administration and Leadership Team ([24-0495](#))
- TSCC also uses social media tools ([24-0369](#)) ([24-0063](#)) to communicate regularly with constituents, including Facebook, Twitter and Instagram

TSCC places significant emphasis on providing a breadth of co-curricular options and experiences for students in order to enrich their experience while at the College. Opportunities include internships, work study options, on-campus housing ([24-0582](#)), peer tutoring, and student government. Students have opportunities to work side-by-side with faculty and staff as well as to provide input in the strategic direction of the institution.

To encourage student engagement, TSCC offers a variety of student clubs and organizations ([24-0497](#)). With a diverse student population ([24-0509](#)) ([24-0233](#)) ranging from traditional students (typically ages 18-24) and non-traditional (25+), the College recognizes the importance of providing these opportunities to connect with their peers and to create a greater sense of community.

TSCC varsity sports ([24-0406](#)) provide diverse and competitive sports opportunities for students. The varsity athletics program abides by the rules and regulations adopted by the National Junior College Athletic Association and the Ohio Community College Athletic Conference.

TSCC is committed to providing essential academic assistance to all student athletes. Structured study tables and academic monitoring are integrated as part of the expectations for student participation.

2.B.2

While TSCC operates as a small, rural institution of approximately 2,000 students, the College is committed to providing a rich variety of co-curricular options for students that further enhance their academic studies. For example, TSCC offers numerous music ensembles that are open to students regardless of their major, as well as to community members. The number and diversity of ensembles makes it possible to offer something for nearly everyone interested in playing in a musical group. Ensembles offered at TSCC ([24-0255](#)) include Brass Choir, Chorus, Symphonic Band, Percussion Ensemble, Contemporary Ensemble, Fusion Ensemble, and Symphonic Orchestra, among others.

The College utilizes the Community College Survey of Student Engagement (CCSSE) ([24-0519](#)) to measure student perception of curricular and co-curricular activities on campus. Based on the most recent survey results, TSCC scored the highest in the Active and Collaborative Learning category on questions that focused on active participation in the classroom—specifically asking questions in class/contributing to class discussions, working with other students on projects during class, and talking to an instructor or advisor on career plans. TSCC’s scores are in line overall with the comparison cohort group.

Service Learning and Volunteerism ([24-0469](#)), ([24-0539](#)) provide another essential component to the TSCC educational experience and also demonstrates the College's commitment to community engagement and continuous improvement. For example, during the peak of the COVID pandemic, all Nursing and Allied Health students at TSCC partnered with the Sandusky County Health Department to provide vaccine clinics on campus ([24-0460](#)). Further, the Student Nurse Association adopted a local highway (Napoleon Road) and participates in a trash pickup twice per year ([24-1000](#)).

Community Partnerships and Programs remain a firm component of TSCC's Mission. Since 1988, the College has been proud to host the Ohio Small Business Development ([24-0234](#)) Center (funded in part through a cooperative agreement with the U.S. Small Business Administration), which provides one-on-one advising and entrepreneurial training programs to prospective and existing small business owners in Erie, Ottawa, Sandusky, and Seneca Counties.

TSCC further supports community and workforce development by providing quality training programs and certifications ([24-0507](#)), ([24-0256](#)), ([24-0403](#)), ([24-0236](#)), ([24-0404](#)) for our region's workforce at the Kern Center. These programs and certifications include apprenticeship programs, customized workforce training, industrial and IT certifications, professional and industrial workforce courses, and non-credit courses open to community adults and children.

Apprenticeship ([24-0067](#)) and training programs are uniquely designed for each company, as are specific credit and/or non-credit coursework.

The Neeley ([24-0261](#)) Conference and Hospitality Center aims to cultivate community partnerships by providing superior meeting facilities for conferences, programs, business seminars, weddings and receptions. The Center also hosts social and community events that support and enhance the economic activity of both TSCC and the community.

Sources

- ([24-0063](#)) Resource - Social Media Platforms - 24 August 2022
- ([24-0067](#)) Data - Apprenticeships Companies - 11 August 2022
- ([24-0231](#)) Resource - Financial Aid Checklist - 07 June 2023
- ([24-0233](#)) Report - IPEDS Data Feedback Report 2022 - 07 June 2023
- ([24-0234](#)) Website - Ohio Small Business Development Center Description - 07 June 2023
- ([24-0236](#)) Resource - Kids College Catalog - 07 June 2023
- ([24-0237](#)) Resource - Enrollment Checklist - 08 June 2023
- ([24-0254](#)) Website - News and Media Highlights - 09 June 2023_Redacted
- ([24-0255](#)) Website - Music Ensembles and Upcoming Events - 09 June 2023
- ([24-0256](#)) Website - Lifelong Learning - 09 June 2023
- ([24-0259](#)) Website - Faculty and Staff Directory - 09 June 2023_Redacted
- ([24-0261](#)) Website - About the Neeley Center - 09 June 2023
- ([24-0321](#)) Website - Board of Trustees Roster - 21 June 2023
- ([24-0369](#)) Resource - TSCC Instagram Post Apprenticeship Program - 13 July 2023
- ([24-0388](#)) Website - TSCC Degree and Certificate Options - 17 September 2023
- ([24-0403](#)) Website - Workforce Training Options - 28 June 2023

- (24-0404) Website - TSCC Spring 2023 Events Calendar - 28 June 2023
- (24-0405) Website - Tuition Fees - 28 June 2023
- (24-0406) Website - Staff _ Terra State Titans Athletics - 28 June 2023_Redacted
- (24-0460) Minutes - Approved Board Minutes Strategic Plan Approval 2021 - 17 February 2023 - Redacted_Redacted
- (24-0460) Minutes - Approved Board Minutes Strategic Plan Approval 2021 - 17 February 2023 - Redacted_Redacted (page number 4)
- (24-0469) Resource - PTK Student Activity - 05 October 2023
- (24-0495) Website - TSCC Webpage - Executive Team - 29 October 2023
- (24-0496) Website - 2023-2024 Academic Calendar - 29 October 2023
- (24-0497) Website - Student Clubs and Organizations - 29 October 2023_Redacted
- (24-0503) Resource - Paying for College Handout - 29 October 2023
- (24-0506) Website - Consumer Information and Disclosures - 29 October 2023
- (24-0507) Resource - TSCC 2022-2024 Calendar of Community Events - 29 October 2023
- (24-0509) Resource - 2023 Enrollment Fast Facts - 29 October 2023
- (24-0512) Website - Institutional Policies - 29 October 2023
- (24-0519) Report - CCSSE 2022 Results - 29 October 2023
- (24-0539) Resource - Flu Shot Clinical-RN and Medical Assisting Students - 05 November 2023
- (24-0579) Email - The Shield - November 3 2023 - 22 November 2023
- (24-0581) Website - Net Price Calculator - 22 November 2023
- (24-0582) Website - The Landings Residence Hall - 22 November 2023
- (24-0717) Website - Accreditation Webpage - 28 January 2024
- (24-0730) Policy - Policy on Policies - 28 January 2024
- (24-1000) Resource - Adopt a Road Program - 18 February 2024_Redacted

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

The TSCC Board of Trustees (BOT) operates in accordance with the College's Mission and Vision.

The TSCC BOT ([24-0321](#)) is made up of various local leaders appointed by the Governor of Ohio. Trustees are accountable for many of the important decisions at the College including:

- Selecting, appointing, and evaluating the TSCC president
- Approving faculty promotions, tenure, and collective bargaining agreements
- Setting operating budgets, student tuition, and fees
- Granting degrees
- Approving rules and regulations

Eight members constitute the current membership of the TSCC BOT, however, the BOT policies and procedures allow for a maximum number of nine members. Each trustee serves an appointment of six years. All members of the Board are appointed by the Governor and must reside in the TSCC service district, which include Seneca, Ottawa, and Sandusky counties. Members serve without compensation and subscribe to an oath that they will honestly, faithfully, and impartially meet the legal and fiduciary responsibilities of the College, as well as make informed decisions with respect to the institution's financial and academic policies and practices.

Board officers (including chairperson, vice-chairperson) shall be elected during the organizational meeting held in January for terms of one year.

The BOT meet on a regular basis throughout each academic year. Attached as evidence of a schedule of regular Board meeting dates and the Board of Trustees Meeting Minutes ([24-0474](#)), ([24-0473](#)), ([24-0472](#)) from 2020-present.

The BOT has adopted specific policies and procedures ([24-0378](#)) for the duties, rules and regulations

of the Board as well as meeting requirements. Board members must attend a minimum of three-fifths of the regular and special Board meetings held during a two-year period or their position on the Board is forfeited.

Onboarding Process

All newly appointed Trustee members receive a Board of Trustees Manual ([24-0513](#)) that outlines the duties, roles and responsibilities required of each member. Trustee members also meet individually with the College president, members of the College Leadership Team, and Board of Trustees Chair during the on-boarding ([24-0982](#)) process for new members. Board members are also briefed on institutional policies and procedures, as well as critical legislation from the State of Ohio that impacts community colleges and institutional hierarchy.

Pgs. 21-22 of the Board of Trustees Handbook ([24-0378](#)) indicate required training for all Board members, including ethics and Ohio Sunshine Laws ([24-0559](#)).

As part of the annual schedule, and as outlined on pg. 9 in the Board Policy Manual ([24-0378](#)), the BOT holds a Finance Committee meeting in May of each year to discuss tuition/fee adjustments and the budget for the next fiscal year. The BOT also holds a Policy and Evaluation Committee meeting to review Board policies and the College's evaluation process of the President. This group creates a professional development plan for the year. Formal evaluation of the President takes place during the June Board meeting on a biannual basis and may review the President's performance through a variety of means.

In fall 2021, the BOT updated its policies and procedures to improve functionality of meetings, allowing for Board members to attend via electronic communication. However, Board members are required to attend 50% of meetings face-to-face every calendar year. The BOT also conducts an annual self-evaluation ([24-0411](#)) that includes the College's Core Values within the BOT Policies and Procedures to guide their roles as Board members. Board evaluations take place at the October meeting.

2.C.2

The BOT is committed to assuring that all deliberations, including those held during Open and Executive sessions, align with the institutional Mission of providing the highest quality educational experience for students and the community.

An example of this commitment is reflected in each BOT meeting agenda ([24-0275](#)) with the reading of the institutional Mission, Vision, and Core Values by a designated Board member. This action reinforces the alignment between Board actions and institutional priorities.

Another example is the approval of the 2024-2026 Strategic Plan, which reflects the priorities to preserve and enhance the institution. The following Board packet and agenda ([24-0584](#)) reflects the presentation of the Strategic Plan; the minutes ([24-0672](#)) reflect the approval of the Strategic Plan, and the Campus-wide announcement ([24-0552](#)), ([24-0583](#)) reflects how the Strategic Plan was communicated to the campus community.

The Mission and philosophy of the TSCC Board of Trustees and the College is outlined on pg. 3 in the Board Policy Manual ([24-0378](#)) and reflected in the minutes ([24-0472](#)), ([24-0473](#)), ([24-0474](#)) of the regular meeting sessions.

2.C.3

TSCC is committed to ensuring open access and the free exchange of public input when considering the interests of internal and external stakeholders of the College. This philosophy is reinforced through the Board's meeting notifications ([24-0191](#)) and in the way meetings are conducted. This provides opportunities for public input, including communication to local media outlets regarding BOT meeting times and dates to help ensure institutional transparency.

All BOT meeting agendas include opportunities for the president and members of the Executive Leadership Team (or designees) to provide regular reports and updates. An example ([24-0672](#)) includes a recent report provided by the Vice President for Academic Affairs regarding contract and local employer training through the Kern Center.

There are normally six Board meetings per academic year. Approved minutes ([24-0472](#)), ([24-0473](#)), ([24-0474](#)) for each meeting are posted in the internal SharePoint system and are available upon request.

There are several standing agenda items ([24-0275](#)) reflected on each BOT meeting agenda as examples of how information is shared with Board members, including a President's and Treasurer's Report.

Another example of a standing agenda item is the opportunity for public commentary ([24-0471](#)). Any guest must provide a seven-day advance notice in written form to the Executive Assistant to the President or Administrative Assistant to the Board.

All BOT meetings (unless otherwise indicated) take place onsite at Terra State Community College. Local media are also contacted with the annual schedule of meetings and/or no later than three working days prior to the day of the meeting.

2.C.4

All TSCC BOT members must sign and complete a Financial Disclosure ([24-0192](#), [24-0464](#)) form that informs both TSCC and the Ohio Ethics Commission of any potential conflicts of interest. This requirement also aligns with Board policy ([24-0483](#)).

Student Affairs and Instructional college policies and procedures are available on the College's website ([24-0512](#)) and Board meetings (all regular and special Board meetings) are open to the public and subject to Ohio's Sunshine Laws. BOT policies may be found in the Board Manual ([24-0378](#)) which is provided to Board members during the new member onboarding process.

As per the Ohio State Governor's Executive Order 2019-11D, all state officials and employees must participate in annual Ohio Ethics Law training. Training is required to be completed by Board members each year ([24-0922](#)).

As per Board policies and procedures, attendance at state and national conferences and workshops is encouraged, and Board members are expected to report to the Board after attending.

2.C.5

The BOT is responsible for employing a President ([24-0386](#)) "as necessary and proper for the college and sets their compensation and benefits." BOT policy also states that "All Board authority

delegated to staff is delegated through the President, so that all authority and accountability of staff is considered to be the authority and accountability of the President.” The President ensures compliance and effective day-to-day operation of the College and oversight of the TSCC faculty, staff and administration.

As detailed in Article VIII of the Terra Faculty Association Contract (24-0424), faculty are responsible for all duties related to the teaching and delivering of credit courses to which they are assigned, within the ODHE curriculum guidelines. Among other duties, faculty are also responsible for recommending curriculum and program development. Once a program or course is proposed (24-0432), (24-0593), (24-0805), (24-0806), (24-0804), (24-0699) faculty obtain approval through the TSCC Curriculum Committee (24-0694) and Council for Academics and Student Affairs (CASA) (24-0494). Once approval is granted through these committees and by the Vice President for Academic Affairs, final approvals for programs and certificates must be given by the Ohio Department of Higher Education.

Sources

- (24-0191) Email - BOT Meeting Media Notification - 02 June 2023
- (24-0192) Resource - Board of Trustee Financial Disclosure Form - 02 June 2023
- (24-0275) Agenda - Board of Trustees Meeting Agenda 8.25.21 - 09 June 2023
- (24-0321) Website - Board of Trustees Roster - 21 June 2023
- (24-0378) Resource - Board Policy Manual Approved 2022-04-27 - 22 August 2023
- (24-0378) Resource - Board Policy Manual Approved 2022-04-27 - 22 August 2023 (page number 10)
- (24-0378) Resource - Board Policy Manual Approved 2022-04-27 - 22 August 2023 (page number 22)
- (24-0386) Resource - TSCC President Job Description - 22 August 2023
- (24-0411) Resource - Self-Evaluation by Trustees for 2022 - 28 June 2023
- (24-0424) Resource - Terra Faculty Association Contract 2022-2025 - 19 September 2023
- (24-0432) Resource - New Course Proposal Form TSCC Curriculum Committee - 17 February 2023
- (24-0464) Report - Online Financial Disclosure Statement Filing System 2021 - 08 February 2023
- (24-0471) Policy - Public Commentary Board Policy - 06 October 2023
- (24-0472) Minutes - Approved Board Minutes 2022 - 06 October 2023_Redacted
- (24-0473) Minutes - Approved Board Minutes 2021 - 06 October 2023_Redacted
- (24-0474) Minutes - Approved Board Minutes 2020 - 06 October 2023
- (24-0483) Policy - TSCC Board Policy Ethics and Conflict of Interest - 06 October 2023
- (24-0494) Resource - CASA Team Charge 2023 - 29 October 2023
- (24-0512) Website - Institutional Policies - 29 October 2023
- (24-0513) Resource - 2023 Board of Trustees Handbook - 29 October 2023_Redacted
- (24-0552) Email - October 2023 Board Meeting Summary - 06 November 2023
- (24-0559) Resource - Ohio Ethics Training for Board of Trustees Certificate of Completion -

06 November 2023

- (24-0583) Email - Campus Communication.Strategic Plan Approval - 22 November 2023
- (24-0584) Agenda-Resource - Board of Trustees Packet and Meeting Agenda.10.25.2023 - 22 November 2023
- (24-0593) Resource - New Academic Degree and Certificate Curriculum Form - 22 November 2023
- (24-0672) Minutes - Approved BOT Minutes 10-25-23 - 2024-2026 Strategic Plan
- (24-0694) Resource - Curriculum Committee Charge 11.14.23 - 03 January 2024
- (24-0699) Minutes - Curriculum Committee Minutes – HCA Program Changes - 04 January 2024
- (24-0804) Resource - HCA Academic Degree Revision - CC and CASA Approved - 01 February 2024
- (24-0805) Resource - HCA 1600 New Course CC and CASA Approved - 01 February 2024
- (24-0806) Resource - HCA 2400 New Course CC and CASA Approved - 01 February 2024
- (24-0922) Email - Ethics training for Terra State Trustees 2023 - 04 February 2024
- (24-0982) Resource - 2023 New Trustee Orientation Materials - 15 February 2024

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D

Freedom of expression and open dialogue are integral principles that are embedded throughout the campus culture at TSCC. As part of the College's Core Values ([24-0074](#)), TSCC is committed to "Building a campus of trust, courtesy, integrity and open communication." Further evidence is found in TSCC's Public Use of College Outdoor Areas Procedure ([24-0716](#)), which is "to promote the free exchange of ideas and the safe and efficient operation of the College." A primary component of this philosophy is "fostering free speech, assembly, and other expressive activities on College property by all persons, whether or not they are affiliated with the College." In addition, the College's Learning Management System (LMS) Policy ([24-0493](#)) includes specific language protecting and ensuring faculty academic freedom. The College firmly believes in faculty empowerment and is committed to providing the necessary support and resources to secure this empowerment. This commitment is further reinforced through the College's Textbook Selection Policy ([24-0232](#)), which places responsibility for selecting course textbooks upon faculty and staff, while asking that they "make every effort to control costs."

TSCC also includes a Statement of Academic Freedom ([24-0728](#)) on pg. 9 (section 2.5) in the Faculty Handbook that reflects the College's commitment of academic freedom and freedom of expression.

High expectations for both faculty and students are communicated in section 2.4 of the Faculty Handbook as well as in the Student Code of Conduct ([24-0238](#)). Faculty are expected ([24-0728](#)) to "conduct themselves professionally in the workplace at all times." Similarly, students are expected to follow a model of Restorative Justice, which "provides a way for College community members to take ownership of problems," further demonstrating a culture of responsibility and accountability.

TSCC emphasizes breadth of learning for all students, regardless of degree or certificate program, through a comprehensive General Education curriculum ([24-0980](#)), ([24-0981](#)). This sequence of courses allows for the development of creative and critical thinking skills that complement any career or four-year transfer path students wish to pursue. Modeled on and following the guidelines adopted by the Ohio State Department of Higher Education, TSCC developed a set of General Learning Outcomes ([24-0511](#)) that are utilized for regular assessment of this curriculum, providing the College with the information necessary to make data-driven decisions on course revisions and improvements.

Sources

- ([24-0074](#)) Resource - Mission Vision Core Values Card 21 February 2020

- (24-0232) Policy - Textbook Auto Adoption Policy 2023 - 08 June 2023
- (24-0238) Policy - Student Code of Conduct Policy - 08 June 2023
- (24-0493) Policy - LMS Access Policy 2023 - 29 October 2023
- (24-0511) Resource - TSCC General Learning Outcomes - 29 October 2023
- (24-0716) Policy - Public Use of College Grounds for Expressive Activity Policy - 28 January 2024
- (24-0728) Resource - 2023-2024 Faculty Handbook - 28 January 2024
- (24-0728) Resource - 2023-2024 Faculty Handbook - 28 January 2024 (page number 10)
- (24-0980) Website - Associate of Arts - AA - 15 February 2024
- (24-0981) Website - Associate of Science - AS - 15 February 2024

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

The College maintains an Institutional Review Board (IRB) primarily to review appropriate research proposals submitted for grants. Protocols include convening those faculty and staff that hold PhD's to review any applications involving human subject research. While the IRB is rarely utilized as TSCC does not require research from faculty, a recent example includes a recent National Science Foundation (NSF) grant application ([24-0909](#)) that required institutional IRB Committee participation due to the focus on educational research.

The Vice President for Institutional Advancement provides oversight ([24-0555](#)) for all grants and grant applications.

2.E.2

TSCC is committed to the development, dissemination, and application of research and scholarly practice. Evidence for such commitment lies in the support that all employees receive in these efforts to ensure their integrity.

With regard to research, while rare within community colleges, Section 14.05 of the Full-Time Faculty Contract provides faculty wishing to pursue extended research, either basic or applied, protocols to apply for and receive sabbatical support through the College ([24-0424](#)).

With regard to scholarly practice, TSCC promotes and supports faculty certification as online course reviewers through the Quality Matters organization. Likewise, the College supports faculty training in online course development, also through Quality Matters ([24-0615](#)), ([24-0094](#)). The College has adopted a slightly modified Quality Matters online course structure rubric ([24-0279](#)) that a faculty member wishing to design and deliver an online course must use prior to approval from the Curriculum Committee and the Council for Academic and Student Affairs for online delivery.

When, through its continuous quality improvement efforts, TSCC decides upon implementing new data gathering and/or analysis systems, the College supports staff and/or administration in the

training and professional development necessary for implementation.

Also rare within community colleges is the opportunity for students to conduct and present research. Under the guidance of their faculty, TSCC students have conducted their own research and presented it at professional conferences. Students have also assisted in disseminating applied research at the Cybersecurity Summits hosted by the College ([24-0986](#)).

TSCC also provides students with several research platforms that complement the College standards of information literacy and academic freedom.

The TSCC Library serves as the College's research hub and the central access point for the various platforms ([24-0887](#)), ([24-0888](#)), ([24-0889](#)). Examples include:

- *Points of View Reference Center* --a resource that brings together academic articles, audio, videos, opinion essays and primary sources about contemporary controversies and topics.
- *The Ohio Library and Information Network, OhioLINK*,--a consortium of 90 Ohio college and university libraries, plus the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information needed for teaching and research.
- *OhioLINK's Electronic Journal Center (EJC)*--the first place Ohio's college students and researchers go to find the latest journal articles.
- *The EBSCO* databases allows all students to find full-text articles from scholarly and popular journals, newspapers and other periodicals for use as references for research assignments.

2.E.3

TSCC faculty and library staff members ensure that students learn the appropriate methods of ethical research techniques. These standards are reinforced in several General Education ([24-0492](#)) ([24-0491](#), ([24-0490](#)) and program courses that also cover issues such as plagiarism and academic freedom.

TSCC provides several student support services that assist with guiding students in effective and appropriate research practices. Examples include:

Tutoring

Any TSCC student who is experiencing academic difficulties in a subject area or course may receive in-person or online tutoring services in their area of specific need. Tutoring (as well as peer tutoring) may also take place in one-on-one or small group settings depending on the demand for a particular course.

Writing Assistance Lab

The Writing Lab, located within the Academic Service Center, provides free writing assistance to all students at Terra State. Students may receive assistance anywhere in the writing process, whether it is generating ideas, getting started, developing and organizing thoughts, creating a rough draft, research techniques, employment of research-based evidence, or eliminating specific writing problems. Both full-time and part-time TSCC faculty staff the lab.

TSCC students receive further instruction in ENG1020 ([24-0902](#)), ENG 1050 ([24-0492](#)), ENG 1060

([24-0491](#)), ENG 1900 ([24-0490](#)), and SPE 2010 ([24-0910](#)) classes, which require work with primary or secondary sources as well as proper citation standards and usage of source material.

The topics of plagiarism and ethical conduct are also reinforced in the Student Code of Conduct ([24-0238](#)).

2.E.4

TSCC has two primary methods of enforcing policies on academic honesty and integrity.

The Student Code of Conduct ([24-0238](#)) outlines the different levels by which a student academic infraction is investigated and enforced:

- *The Student Disciplinary Committee*, with membership authorized by the Dean of Student Success, is first alerted to any such violation and recommends sanctions that may be imposed when a violation has been committed but has not been resolved to the mutual satisfaction of the student and faculty member.
- *A Student Conduct Officer*, either the Dean of Student Success or designee, imposes any sanctions determined necessary by the Student Disciplinary Committee.
- TSCC students may appeal any decision by the Committee through the Disciplinary Appeals Committee.

Academic infractions include (but are not limited to):

- Cheating, plagiarism, or other forms of academic dishonesty
- Any form of academically unethical behavior involving the misuse of College computers
- Forgery, alteration, or misuse of any College document, record, or instrument of identification.

The College documents ([24-0352](#)) and communicates each case to the appropriate parties throughout the investigative and resolution process.

The Behavior Intervention Team (BIT) ([24-0439](#)) provides a second opportunity for student behavioral management and enforcement. Among other charges, this Team is used as an early identification resource and provides a response strategy to manage emerging situations with a focus on preventing escalation of concerning behaviors. The Team has a multi-disciplinary membership, including the Dean of Student Success, the Senior Vice President of Innovation and Strategic Planning, and the Manager of Campus Safety and Security. This group responds to reports and gathers information to assess situations involving students, faculty, or staff who display concerning or disruptive behaviors and provides consultation and support to members of the College.

BIT holds regular meetings ([24-0901](#)) to discuss reported incidents on campus as reflected in the institutional policy ([24-0189](#)), committee purpose, and charge ([24-0439](#)).

BIT provides regular reports ([24-0561](#)) indicating the number and type of violations on campus. Data provided on the reports includes underage drinking, student suspensions, and student housing violations (among others).

The College also publishes ([24-0560](#)) on the TSCC website The Clery Act Disclosure Reports. Any member of the campus community may also submit an Incident Reporting Form ([24-0541](#)) that is directed to Campus Safety and Security.

Sources

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- (24-0279) Resource - Distance Learning Online Course Peer Review Rubric - 12 June 2023
- (24-0352) Resource - Student Disciplinary Documentation Sample - 26 June 2023
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- (24-0615) Resource - TSCC Online Courses QM Approved - 24 November 2023
- (24-0887) Resource - Using the Terra Library for Research - 02 February 2024
- (24-0888) Resource - Book the Librarian - 02 February 2024
- (24-0889) Resource - Find way to the Terra Library - 02 February 2024
- (24-0901) Minutes - BIT Meeting Minutes 8.22.22 - 02 February 2024
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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

TSCC acts with integrity and demonstrates ethical and responsible conduct. The College has written policies that define acceptable ethics and responsible conduct along with procedures that provide evidence of how they are enforced. TSCC prioritizes transparency and utilizes the College's website as the primary repository for that information.

TSCC has several different research platforms available for students that include access to journals, periodicals, and databases (among others). College faculty and staff reinforce proper research techniques as well as the expected citation standards for essay and research writing assignments. Student Support services are available to students to assist with their academic development, including tutoring by faculty and peer students as well as writing and math centers. The Student Code of Conduct outlines the different types of academic infractions students are held accountable for along with the disciplinary steps taken when an infraction occurs and is reported.

The [Core Values](#) of the College directly reflect the importance of ethical and responsible conduct and the standard by which they are held: Teamwork, Excellence, Respect, Responsibility, and Accountability.

TSCC has continued to build the infrastructure necessary to continuously review institutional policy and procedures as well as the critical components of the Strategic Plan including the Mission and Vision. TSCC will monitor progress in this area moving forward.

Sources

- (24-0074) Resource - Mission Vision Core Values Card 21 February 2020

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A.1

TSCC's Mission states that the College will "provide the highest quality education and training to our students, staff and community." The College reinforces that promise by offering numerous degree and certificate programs ([24-0388](#)) in different program areas which include applied degrees, certificates, and several transfer pathways. Courses and degree programs/pathways align with statewide requirements and third-party accreditation ([24-0717](#)) (where applicable). Courses, programs, and pathway options can be found in the [College Catalog and Student Handbook](#).

Curriculum is under the oversight of the Curriculum Committee ([24-0694](#)), which is comprised of representatives from faculty, staff and administration (while staff and admin are ex-officio, only faculty are voting members) and is responsible for ensuring the integrity of the College curriculum and its alignment with Ohio Department of Higher Education (ODHE) Guidelines and Procedures ([24-0306](#)), Program Review Schedule ([24-1023](#)) for academic review, the Higher Learning Commission (HLC) ([24-0084](#)), and other relevant accrediting bodies. The Committee also approves changes in credit hours, contact hours, course and program learning outcomes, pre/co-requisites, and course name and descriptions.

The Curriculum Committee ([24-0310](#)), ([24-0159](#)) provides *preliminary* approvals ([24-1006](#)), ([24-1007](#)), ([24-1002](#)), ([24-1036](#)), ([24-1037](#)) ([24-0805](#)), ([24-0806](#)), ([24-0804](#)) with *final* approvals granted by the Council for Academic and Student Affairs ([24-0494](#)), ([24-0701](#)) (CASA) which also includes representatives from faculty, staff, and administration ([24-1004](#)), [24-0998](#)).

TSCC has been granted accreditation awards from several state and national agencies ([24-0717](#)).

The majority of TSCC General Education courses meet the standards for the Ohio Transfer 36 ([24-0174](#)) (formerly the Ohio Transfer Module), through which students are guaranteed the transfer of

applicable credits among Ohio's public colleges and universities, and equitable treatment in the application of credits to admissions and degree requirements. As a result, students can complete specified General Education courses anywhere in the public system.

TSCC also provides multiple transfer pathways to area four-year public institutions as part of the Ohio Guaranteed Transfer Pathways (OGTP) ([24-0308](#)), ([24-1008](#)), ([24-0621](#)), ([24-1005](#)), ([24-1003](#)). This opportunity provides a clear path to associate degree completion and then to bachelor's degree completion at four-year public (and select private) institutions in a related major. By following an OGTP, students can ensure that they are taking coursework that will not only transfer but also apply to their desired degree programs.

TSCC also provides agreements with area four-year private institutions through The Ohio Consortium for Transfer Pathways to the Liberal Arts, in conjunction with ODHE and the Ohio Foundation of Independent Colleges. For example, the "DragonNext" Program ([24-0289](#)) offers students who complete selected pathways a seamless transfer to similar programs at Tiffin University. Other examples include:

- Cohort Associate of Applied Business in Business Management (TSCC) → Bachelor of Business Administration, Business Management (Tiffin University)
- Associate of Applied Business, Business Management (TSCC) → Bachelor of Business Administration, Business Management (Tiffin University)

TSCC provides guided pathways that focus on specific academic disciplines (for example English, History, Economics, and Education), as well as articulation agreements with four-year private institutions ([24-1008](#)) that provide a direct-transfer completion plan for TSCC students who meet advanced admission requirements.

In addition to industry certifications and licensure attainment, further evidence that students' performance is appropriate to their degrees occurs both inside and outside the program review process and includes pass rates ([24-0597](#)), ([24-0867](#)) on standardized tests (e.g., Nursing). Applied degree programs hold regular Advisory Committee meetings ([24-0304](#)), ([24-0989](#)), ([24-0048](#)) with local and regional employers, alumni, and other interested parties within the discipline. Feedback from these individuals is essential in maintaining the College's culture of continuous improvement.

Finally, certain programs have specific admission requirements; specifically in the Nursing ([24-0974](#)) and Physical Therapist Assistant degree programs ([24-0302](#)). These requirements are listed in the catalog and main website.

3A.2

Course numbers at TSCC differentiate the College's courses by advanced level, scope, and format ([24-1035](#)).

All courses have their own course level outcomes that align with program level outcomes. The TSCC Assessment Committee ([24-0598](#)) assists faculty with the alignment of these outcome sets, particularly for Ohio Transfer 36 and Career Transfer Assurance Guide (CTAG) courses ([24-0666](#)). CTAG refers to the policies and procedures to transfer agreed-upon technical courses from one Ohio public institution to another.

TSCC has revised several program level outcomes ([24-1026](#)), ([24-1027](#)), ([24-1028](#)) and

implemented a course mapping process ([24-1029](#)) as part of its Assessment Academy project ([24-0297](#)). Learning Outcomes for all applied degree programs are published on the College website and appear on course syllabi along with the College's General Learning Outcomes. Faculty map which courses introduce, reinforce, and measure each program outcome ([24-0756](#)), ([24-0968](#)). The TSCC Assessment Committee assists program leadership and faculty with this process by providing resources and professional development ([24-0295](#)), ([24-0165](#)), ([24-0149](#)), ([24-0130](#)) to help ensure accuracy, clarity, and consistency across campus programs.

TSCC has also established General Learning Outcomes ([24-0511](#)) (GLOs) that identify the foundational skills expected of all TSCC graduates and are assessed in general education courses. The TSCC Assessment Committee has developed rubrics ([24-0706](#)) for each of the GLOs that are utilized as part of an annual GLO review process ([24-0598](#)). General Education faculty select specific assignments as student measurement artifacts and provide an average rubric score for each course where that artifact is issued ([24-1020](#)). Scores are tabulated by the TSCC Assessment Committee and reviewed on an annual basis. The Assessment Committee then provides recommendations and reports ([24-0195](#)) to faculty and program leadership (as appropriate) for action steps.

3A.3

TSCC ensures consistency across all modes of instructional delivery and across different locations through a variety of processes including class observations, syllabus review, and student success metrics. The College uses a single Course Catalog and a unified schedule of classes ([24-0841](#)) for all of its educational offerings.

Instruction is delivered:

- On the main campus, located in Fremont, Ohio
- As Dual Enrollment (known in Ohio as College Credit Plus)- this includes both traditional high schools and career service centers
- As non-credit training and classes
- Contractually through apprenticeship programs and workforce training
- With in-person, online, and hybrid modalities ([24-0841](#))

The Vice President of Academic Affairs (VPAA) and academic division deans oversee all academic programs and assessment within each division. TSCC has three academic divisions:

- Liberal Arts and Business
- Technology and Skilled Trades Division
- Allied Health, Nursing, and Science

Deans oversee all instruction within their divisions regardless of the location or modality, including online, hybrid, and College Credit Plus (CCP) courses.

Noncredit Training

The College offers ([24-0507](#)) several non-credit training and coursework options for both TSCC employees as well as community members.

Workforce Development

TSCC also provides several opportunities for Workforce Development ([24-0403](#)) training, with both credit and non-credit options.

College Credit Plus (CCP)

TSCC partners with several local high schools to provide ([24-0613](#)) dual enrollment opportunities (defined in Ohio as College Credit Plus) to those students grades 7-12. Students have the opportunity to take courses at their respective secondary institution by credentialed faculty or directly on TSCC's main campus. Students are also provided pathway options through specific agreements ([24-0631](#)) with the secondary school.

CCP instructors must meet the same credentialing standards ([24-0085](#)) as all other faculty at TSCC (Section h). High school instructors teaching at their home schools and serving as TSCC faculty must meet the appropriate credential requirements ([24-0623](#)) set forth by the State of Ohio. For example, minimum credentials for teaching general education courses requires a master's degree in the discipline or a master's degree and at least 18 credit hours in the discipline that the teacher will be instructing at the college level.

Faculty (on-campus, CCP, or other distance education instructors) are provided course syllabi ([24-0647](#)), ([24-0280](#)), ([24-0840](#)), ([24-0844](#)), ([24-0892](#)), ([24-0891](#)), ([24-0890](#)) with required student outcomes, instructional material, and all relevant college policies and procedures prior to beginning instruction. These faculty are also required to use the College's Learning Management System (Canvas).

During the academic year, CCP and distance-education faculty are also provided the opportunity to attend professional development sessions ([24-0270](#)) that are open to all TSCC faculty.

CCP faculty are evaluated through in-class observations ([24-0293](#)), ([24-0684](#)) as well as a syllabus review.

All students have access to Student Support Services such as tutoring, counseling ([24-0866](#)), and advising ([24-0856](#)).

Online Instruction

TSCC belongs to Quality Matters (QM) through *QM Ohio Consortium* and utilizes a modified QM rubric ([24-0279](#)) for internal course reviews and evaluation for online courses ([24-1010](#)), ([24-0994](#)). The rubric allows QM-trained staff to evaluate course components such as learning objectives, assessment practice, and use of resources and class materials. Proposals for new online course offerings follow an approval process ([24-0278](#)) that includes completing a checklist outlining specific deliverables and supervisor signatures. Each course must earn a minimum number of points ([24-0277](#))(as per the checklist process) in order to be delivered in an online format.

There are approximately 48 courses credentialed ([24-0615](#)) through this process.

Further distance education data is collected through the Integrated Postsecondary Education Data System (IPEDS), which provides an overview of the percentage of students enrolled in online coursework. The fall 2021 ([24-0233](#)) data indicates:

- 21% of TSCC students are enrolled exclusively in online courses
- 33% are enrolled in at least one online course

- 46% are not enrolled in any distance education

All courses include student evaluations ([24-0382](#)), ([24-0619](#)) which are administered through *Smart Evals*.

Canvas

TSCC transitioned to the Canvas LMS to enhance course delivery and help ensure instructional consistency across all modalities. Features include the ability to construct “community groups” to improve communication within campus organizations, clubs and academic divisions. Use of Canvas is required of all faculty, regardless of teaching mode. Faculty and students also receive Canvas training ([24-0193](#)), ([24-0288](#)), ([24-0285](#)), ([24-0194](#)), ([24-0287](#)), ([24-1009](#)) prior to the start of the academic year.

Sources

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- ([24-0130](#)) Agenda - General Learning Outcome Assessment Workshop Spring 2023 - 12 April 2023
- ([24-0149](#)) Resource - Assessment Workshop Flier - 23 May 2023
- ([24-0159](#)) Resource - Curriculum Committee Approval Flowchart - 23 May 2023
- ([24-0165](#)) Agenda - General Learning Outcome Assessment Workshop Spring 2023 - 30 May 2023
- ([24-0174](#)) Website - Ohio Transfer 36 - 30 May 2023
- ([24-0193](#)) Resource - Student Canvas Trainings Fall 2022 - 02 June 2023
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- ([24-0195](#)) Report - GLO Summary Data Academic Year 2022 - 02 June 2023
- ([24-0233](#)) Report - IPEDS Data Feedback Report 2022 - 07 June 2023
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- (24-0706) Resource - TSCC General Learning Outcome Rubrics (includes GLO 1-GLO 6) - 10 January 2024
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- (24-0867) Resource - Candidates Educated in my Jurisdiction NCLEX - 01 February 2024
- (24-0890) Syllabus - PSY1210-905 (online) General Psychology Syllabus Fall 2023 - 02 February 2024
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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3B.1

TSCC's general education values and philosophy are reflected in the General Learning Outcomes ([24-0511](#)) (GLOs). These outcomes are centered around the belief that all students who graduate with a TSCC degree should demonstrate a collective set of skills and abilities that serve as the foundation for any occupational field or advanced degree program they pursue. These include:

- Communicate effectively, in writing and/or speaking.
- Evaluate arguments according to the principles of logic.
- Demonstrate understanding of cultural differences and ability to work effectively in a culturally diverse, global society.
- Employ methods of inquiry and research commonly used in the natural sciences, the social sciences, mathematics, the arts and/or humanities.
- Engage in our democratic society.
- Demonstrate literacy in an electronic environment, which may include hardware, applications, and/or media.

These outcomes are embedded across the curriculum in the AA, AS, AAB, AAS, ATS, AIS degrees. GLOs are assessed within the General Education curriculum and align with the ODHE's General Education principles ([24-0265](#)) and the Ohio Transfer 36 ([24-0174](#)), ([24-0846](#)).

3B.2

General Education coursework is embedded in every applied and transfer degree program ([24-0388](#)) offered by TSCC. This requirement reflects the Mission of the College ([24-0074](#)) to "provide the highest quality education and training" that imparts broad knowledge and concepts that every TSCC

graduate should possess. These courses are ultimately reinforced and measured by a set of institutional General Learning Outcomes.

General Education requirements vary for short-term (less than 30 credit hours) and long-term (30 credit hours+) certificate programs.

The General Education course requirements ([24-0750](#)),([24-0612](#)),([24-0554](#)) at TSCC are provided on the website and in the College Catalog. These requirements follow the standards set by the State of Ohio through the Ohio Transfer 36 (formerly Ohio Transfer Module) ([24-0174](#)) (OT 36) ([24-0846](#)) starting spring 2021. This initiative was created in an effort to aid students in the transferability of credit hours from two-year to four-year institutions. The OT 36 is a subset or complete set of General Education courses (36 total credit hours) across various discipline areas that are guaranteed to transfer from campus to campus and provides the means to make substantial progress on General Education requirements. The State of Ohio also developed General Education Learning Outcomes in the following OT 36 categories: arts and humanities, social and behavioral sciences, English/oral communication, mathematics, statistics, logic and natural sciences.

The review and approval process for OT 36 courses is coordinated by a curriculum expert from ODHE and conducted by discipline specific faculty from across the state. TSCC had representatives on the Transfer Module course review teams in both English and mathematics, including the chair for the English Transfer Assurance Guideline team. In short, TSCC not only conforms to ODHE General Education guidelines, but has been instrumental in their creation and adoption throughout the state.

TSCC has embedded these courses within Transfer Pathway ([24-0621](#)) options for students reflecting different concentrations within both the Associate of Arts and Associate of Science degrees.

Further, TSCC participates in the state-wide College Credit Plus ([24-0201](#)) ([24-0202](#)) initiative (also referred to as dual enrollment). This program allows students in grades 7-12 the opportunity to enroll in college-level courses and receive college credit at no expense to the student. Typically, students will focus on General Education coursework as either part of a transfer pathway or certificate program ([24-0799](#)).

General Education Assessment

General Education coursework is assessed through a set of institutional General Learning Outcomes ([24-0511](#)) (GLOs).

TSCC's GLOs were created in alignment with the ODHE's set of guiding principals for General Education ([24-0265](#)) that the College utilized as the foundation of the GLOs. Development of the state-wide principles was led by an ODHE General Education Steering Committee composed of faculty and administrators from colleges and universities across Ohio, including TSCC's Lead Faculty in English and Mathematics.

GLOs are embedded in all degree programs at Terra State, including all applied degrees as well as the Associate of Arts (AA), Associate of Science (AS) and Associate of Technical Studies (ATS) degrees, and are clearly indicated in course syllabi. ([24-0627](#)), ([24-0351](#)), ([24-0409](#)).

GLOs are assessed on an annual basis within the General Education coursework, and faculty are asked to submit results based on pre-selected assignments and rubrics ([24-0626](#)) provided by the

Assessment Committee. A GLO Curriculum Map ([24-0629](#)) was created by the TSCC Assessment Committee ([24-0186](#)) and is distributed to General Education faculty indicating which GLO they are assigned to assess. The institution gathers and presents ([24-0842](#)), ([24-0681](#)), ([24-0372](#)), ([24-0165](#)) the data results to faculty throughout the academic year. GLO and assessment are regularly discussed ([24-0146](#)), ([24-0449](#)) during monthly Assessment Committee meetings.

Faculty are also provided regular assessment training, both in general assessment concepts as well as specific instruction regarding GLO's. The TSCC Assessment Committee developed an online Assessment Training Module ([24-0628](#)) covering these concepts within the institutional LMS (Canvas) that is distributed ([24-0780](#)), ([24-0779](#)), ([24-0758](#)) to all TSCC faculty members.

Future GLO assessment work includes expanding the curriculum map to indicate where each GLO is introduced, reinforced and measured. Faculty will also determine how each student artifact is measured and develop any necessary tools for this purpose.

3B.3

TSCC recognizes that a strong emphasis on Diversity, Equity, and Inclusion (DEI) across all campus operations is vital to meeting the College's Mission of providing the highest quality education to our students. This commitment is recognized in a number of ways: academics, athletics, co-curricular learning, and community engagement.

Academics

This component is supported through Institutional GLO #3- *Demonstrate an understanding of cultural differences and ability to work effectively in a culturally diverse, global society*. This GLO is measured in a variety ([24-0622](#)), ([24-0603](#)) of academic classes and is reflected in the course syllabi assigned ([24-0629](#)) to this outcome.

Athletics

TSCC continually collects and monitors quantitative and qualitative data from various parts of the College in order to measure diversity and equity efforts. For example, TSCC recently published The Equity in Athletics Disclosure Act ([24-0268](#)) (EADA), an annual report designed to make prospective students and prospective student-athletes aware of the College's commitment to providing equitable athletic opportunities for its students.

Co-Curricular Activities and Community Engagement

TSCC also provides several co-curricular and community engagement opportunities that support growth opportunities and lifelong skills, including:

- Health awareness activities ([24-0266](#)), ([24-0661](#)) each month during the academic year for students enrolled in the Medical Assisting program.
- Adopt-a-Road trash pick-up, coordinated with Sandusky County Road Commission ([24-1000](#))
- The TSCC Nursing Department hosts a flu shot clinic coordinated by the Sandusky County Health Department (SCHD) ([24-0539](#)). The flu shot clinic and Adopt-a-Road are for students in the Student Nurse Association (SNA).
- During the COVID pandemic, COVID vaccine and testing clinics, coordinated by the SCHD and held at TSCC for all Allied Health student organizations ([24-0460](#)).
- TSCC annually holds a 5K and Health Fair to promote community health awareness ([24-](#)

[1011](#)).

Campus Committees also serve to reinforce these efforts. The Multi-Cultural Advisory Council is a campus-wide collective of faculty, staff, administration, and community members that discuss, plan and implement various multi-cultural events across the College. Two recent examples include:

- A lecture series and lunch celebrating Hispanic Heritage Month ([24-0446](#)), ([24-0524](#)) (free and open to faculty, staff, students and community members)
- A discussion panel of local business owners and leaders, and dinner event celebrating Black History Month ([24-0510](#)), ([24-0979](#))

TSCC also conducts several student surveys, including the Community College Survey of Student Engagement ([24-0519](#)) (CCSSE), throughout the academic year in order to gather data regarding student satisfaction campus climate, including issues such as diversity, equity, and lifelong learning.

3B.4

As a community college, TSCC does not require staff or faculty to engage in scholarly work as a condition of employment. However, several faculty and students engage in this practice in a variety of mediums as well as embed opportunities in their classrooms ([24-1030](#)).

Examples include:

- *Bring us Peace* ([24-0419](#)) (TSCC Musical Showcase Concert)-- this event featured several ensembles comprised of students, TSCC faculty and staff, and community members
- TSCC annually hosts the premiere Midwestern Rhythm Summit ([24-0093](#)), which is a multi-day conference including performances and workshops from several local, state, and national professional musicians.
- As part of a recent NSF Grant award ([24-0909](#)), faculty teaching and administrating the Programmable Logic Control (PLC) certificate will engage with local employers to embed a new competency-based education model in order to train and employ additional Electrical Maintenance Technicians.

Sources

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- ([24-0093](#)) Resource - Midwest Rhythm Summit Poster 2022 - 08 April 2022
- ([24-0146](#)) Minutes - Assessment Committee Meeting Minutes April 2023 - 23 May 2023
- ([24-0165](#)) Agenda - General Learning Outcome Assessment Workshop Spring 2023 - 30 May 2023
- ([24-0174](#)) Website - Ohio Transfer 36 - 30 May 2023
- ([24-0186](#)) Minutes - 5.17.23 TSCC Assessment Committee Minutes - 02 June 2023
- ([24-0201](#)) Policy - CCP Policy - 03 June 2023
- ([24-0202](#)) Policy - CCP Admission Policy - 03 June 2023
- ([24-0265](#)) Resource - ODHE Principles of Good Practice for General Education - 09 June 2023
- ([24-0266](#)) Resource - Medical Assisting Health and Wellness Calendar - 09 June 2023
- ([24-0268](#)) Report - TSCC Equity in Athletics Report - 09 June 2023
- ([24-0351](#)) Syllabus - NUR1150 Syllabus General Learning Outcome Mapping Example - 26 June 2023

- (24-0372) Report - Spring 2023 GLO Results 09- August 2023
- (24-0388) Website - TSCC Degree and Certificate Options - 17 September 2023
- (24-0409) Syllabus - NUR 2400 Syllabus General Learning Outcome Mapping Example - 28 June 2023
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- (24-0511) Resource - TSCC General Learning Outcomes - 29 October 2023
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- (24-0524) Agenda - Hispanic Heritage Month Event Agenda 2023 - 30 October 2023
- (24-0539) Resource - Flu Shot Clinical-RN and Medical Assisting Students - 05 November 2023
- (24-0554) Website - Private School Transfer Webpage - 06 November 2023_Redacted
- (24-0603) Syllabus - ART 1050 Course Syllabus - 24 November 2023
- (24-0612) Website - TSCC Webpage AA General Education Description - 24 November 2023_Redacted
- (24-0621) Resource - Ohio Transfer Pathway AA History - 24 November 2023
- (24-0622) Syllabus - HUM 1010 Course Syllabus - 24 November 2023
- (24-0626) Resource - Oral and Written Communication GLO Rubric - 24 November 2023
- (24-0627) Syllabus - BIO 2100 Nutrition Course Syllabus - 24 November 2023
- (24-0628) Resource - GLO and General Assessment Training Canvas - 24 November 2023
- (24-0629) Resource - GLO Curriculum Map - 24 November 2023
- (24-0661) Resource - Free Blood Pressure Reading Medical Assisting Flier - 27 December 2023
- (24-0681) Minutes - Assessment Committee Meeting Minutes 9.5.2023 (GLO Rubrics Reviewed by Assessment Committee) - 30 December 2023
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- (24-0758) Resource - Assessment Workshop Certificate of Completion - 29 January 2024
- (24-0779) Resource - Assessment Training Sessions October 2023 - 30 January 2024
- (24-0780) Email - Assessment Training Sessions October 2023 - 30 January 2024_Redacted
- (24-0799) Resource - Ohio Articulation and Transfer Policy - 31 January 2024
- (24-0814) Resource - HLC Assessment Academy Certificate of Completion - 01 February 2024
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- (24-0909) Resource - NSF Grant Application - 04 February 2024_Redacted
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- (24-1030) Mathematics Department Faculty Members Receive OhioLINK OER Course Redesign Grant Funding - 23 February 2024

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3C.1

The College has sufficient numbers ([24-0861](#)) of full-time and adjunct faculty to carry out classroom and non-classroom roles, with the College maintaining a fairly consistent 16% FT/PT ratio.

TSCC has three academic divisions in which faculty provide instruction:

- Liberal Arts and Business
- Allied Health, Nursing and Science
- Technology and Skilled Trades

The demographic ([24-0848](#)) breakdown of the College's faculty and staff align with the demographics of each of the surrounding service districts- Ottawa ([24-0545](#)), Sandusky ([24-0544](#)), and Seneca ([24-0543](#)) Counties. TSCC regularly monitors these demographics in order to help meet the institutional Mission of providing "the highest quality education and training to our students, faculty, staff and *community*."

The College follows specific policies related to hiring practices that help ensure a consistent process. Examples include:

- Personnel Files Policy ([24-1031](#)), ([24-0424](#)), ([24-0187](#))
- Employee At-Will Policy ([24-0709](#))
- Non-Discrimination Statement ([24-0485](#)), ([24-0728](#))

Finally, all Employees are issued an Employee or Faculty Handbook ([24-0502](#)), ([24-0728](#)) that reinforces these practices while also providing a consistent set of employment expectations.

3C.2

TSCC ([24-0380](#)), ([24-0385](#)), ([24-0860](#)) employs approximately 32 full-time faculty, 72 full-time staff, and 174 adjunct faculty members. Faculty at TSCC are responsible for all aspects of teaching and delivering credit classes to which they are assigned, as well as participating in curriculum and program development, including program review. As per the most recent agreement ([24-0424](#)) between Terra State Community College and the Terra Faculty Association, full-time faculty members must carry an annual teaching load of 27 credit hours, with a minimum of 12 credit hours each for fall and spring semesters. Further, full-time faculty are required to post and maintain a minimum of 30 hours on campus or at other assigned sites each week (fall and spring semesters), as well as serve on campus-wide committees as assigned.

Comparative data to peer institutions is provided through IPEDS. According to pg. 9 of the fall 2022 Data Feedback Report ([24-0233](#)), the total number of FTE Instructional Staff is in line with the peer group of institutions identified by IPEDS (98 compared to the peer group 101).

The College also provides additional support and resources to faculty members to ensure curriculum requirements are met. As noted in Section 8.05 of the Faculty Association Contract ([24-0424](#)), TSCC also supports large core programs and programs that carry time-intensive functions such as labs, with credit hour awards for Lead Faculty in large core programs and Lab Coordinator credit hour awards for programs that carry heavy lab preparation. The credit hour awards count towards meeting contractual credit hour teaching requirements or can be used as overload hours.

Assessment

Assessment is part of the culture at TSCC. The College has recently completed the Higher Learning Commission (HLC) Assessment Academy program ([24-0814](#)) and has made significant strides in improving how assessment is integrated in campus-wide curriculum. Curriculum Maps ([24-0224](#)), ([24-1029](#)), ([24-0281](#)) were developed for each applied program where each outcome was introduced, reinforced, and emphasized (measured). The campus Assessment Committee recently determined ([24-0241](#)), ([24-0146](#)) that the institutional General Learning Outcomes (GLOs) would be exclusively measured in the general education curriculum, with representative general education faculty and administrators identifying the courses, student artifacts, and measurement tools utilized for outcome measurement.

College Governance

In addition to being responsible for courses, programs, and outcomes and assessment, faculty and staff are part of a shared governance model at TSCC. There are several institutional committees that allow faculty and staff to have direct input and influence over campus decisions such as:

- Council for Academic and Student Affairs (CASA) ([24-0494](#))
- Curriculum Committee (chaired by faculty) ([24-0694](#))
- Assessment Committee (co-chaired by faculty) ([24-0598](#))

Committee participation is a core component of the full-time faculty member's workload as outlined in Article VIII of the Terra Faculty Association Agreement ([24-0424](#)). In addition, faculty serve on

screening committees when new faculty are hired and assist in determining appropriate academic credentials. Faculty also have the opportunity to fulfill special responsibilities (in conjunction with the Vice President of Academic Affairs) that result in teaching load release time such as:

- Lead Instructor
- Program Facilitator
- Assessment Facilitator
- Curriculum Chair

3C.3

TSCC employs qualified faculty members competent ([24-0424](#)) to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty providing courses for academic credit, TSCC does not follow tested experience, but rather gives primary consideration to the highest earned degree in the discipline in accordance with the HLC and ODHE faculty guidelines ([24-0084](#)), ([24-0085](#)). TSCC also considers letters of reference, professional licensure and certifications, work experiences in the field, etc., when considering potential applicants for employment. For all cases, the TSCC Human Resources Department ensures qualifications and supplemental information ([24-0663](#)) are documented and submitted to the president for ultimate approval.

Credentials of teaching faculty, including those providing dual credit (and other applicable staff and administrators), are verified at the time of hire and licensed credentials are reviewed ([24-0400](#)) regularly.

The College is not part of a consortium group or organization.

3C.4

The College conducts annual evaluations for non-tenured faculty and, at a minimum, every three years for tenured faculty in accordance with Article XV ([24-0424](#)) of the Terra Faculty Association Agreement. Faculty meet with their division dean to review the evaluation report and make plans for the next academic term. Adjunct and College Credit Plus (CCP) instructors are also evaluated and provided summative reports based on the following template-- ([24-0293](#)).

TSCC students also complete course evaluations ([24-0619](#)) each term, which are reviewed regularly by academic deans and leadership.

3C.5

As per Section 15.02 in the Terra Faculty Association Agreement, faculty also develop a Plan for Professional Development (PPD) ([24-0424](#)) to be submitted to their immediate supervisor. The plan may include the following:

- Developing teaching excellence
- Developing professional leadership
- Continuing education
- Service to the College
- Service to the community

Additionally, as part of contracted non-instructional days during both the fall and spring semesters,

faculty are required to participate in professional development activities provided by the College. Most recently, the College invited a guest speaker to present a workshop entitled “Planning for Multigenerational Success”. This session provided insight and pedagogical strategies for each of the different generational cohorts that make up the College’s student population. Other workshops have included topics related to assessment, teaching, and student learning. Finally, faculty are given opportunities for informal conversations to share effective pedagogical techniques and program updates.

The College uses its best efforts to financially support professional development plans ([24-0797](#)), ([24-0790](#)) including tuition waiver ([24-0863](#)), ([24-0424](#)) for non-TSCC courses not exceeding a maximum annual amount, reimbursement for travel and expenses ([24-0203](#)) and instructional fee waivers ([24-0437](#)) for any course offered at TSCC, and conference attendance. The College also makes available to faculty a sabbatical (up to 1 semester- as per Section 14.05 of the Terra Faculty Association Agreement ([24-0424](#)), which are ultimately approved by the TSCC Board of Trustees. In order to be eligible, a faculty member must have obtained a rank of Associate Professor or higher and have completed a minimum of six years of service as a full-time faculty member at TSCC.

TSCC allocates adequate budgeting to support initiatives such as tuition waivers, conference attendance, and other professional development activities through both the Travel and Professional Development and Other Expenditures line items in the annual budget ([24-0336](#)), ([24-0339](#)).

The TSCC Human Resources Department is in the process of developing a new orientation/onboarding program for new faculty and staff that will officially begin fall 2024. Initial plans for this program include professional development, overview of the faculty and employee handbooks, distribution of required health and safety training modules, and meeting with appropriate administrative staff and division faculty members.

All adjunct faculty are invited to attend the opening State of the College ([24-0082](#)) presentation as well as professional development sessions ([24-0295](#)) ([24-0149](#)) provided by the College. At the beginning of each fall semester, an orientation is provided for CCP instructors along with a specific professional development session ([24-0270](#)).

Training ([24-0285](#)), ([24-1009](#)) is also provided on Canvas LMS each year for any new or returning faculty member.

3C.6

Faculty are directly involved in learning support, as well as teaching. Office hours are posted on each full-time faculty’s office door. Distance learning instruction may be performed on or off campus.

Additionally, faculty and staff have the opportunity to interact with and mentor students throughout the year during mutual participation in campus events such as performing arts concerts and other on-campus events ([24-0404](#)).

Several TSCC faculty also participate in the annual Career Fair ([24-0071](#)), ([24-0070](#)), ([24-0625](#)) held on the main campus. This event, attended by faculty, students, and local employers, allows faculty to assist and guide students to explore different career opportunities within their chosen field of study.

The College also utilizes the Community College Survey of Student Engagement (CCSSE) ([24-0516](#))

to measure student perception of curricular and co-curricular activities on campus. Based on the most recent survey results, TSCC scored the highest in the Active and Collaborative Learning category on questions that focused on active participation in the classroom—specifically asking questions in class/contributing to class discussions, working with other students on projects during class, and talking to an instructor or advisor on career plans. TSCC's scores are in line overall with the comparison cohort group.

The College has utilized these results to implement curricular change on campus. Results from the most recent report indicated a need for more writing opportunities throughout the different course offerings at TSCC. This need helped inspire the review and revision of the General Learning Outcomes rubrics, specifically Outcome #1 ([24-0626](#))- Effective Written and Oral Communication. The revised rubric, with input from each of the faculty members on the institutional Assessment Committee, is more easily transferable to apply to multiple discipline areas.

3C.7

TSCC is committed to providing robust student service options such as academic and career advising, financial aid advising, tutoring, and a variety of co-curricular opportunities. Each of these services is staffed by qualified and appropriately credentialed TSCC employees.

Examples of the required qualifications for the Dean of Student Success ([24-1014](#)) and Dean of Enrollment Services ([24-1013](#)) reinforce the College's commitment to ensuring those in student service leadership positions meet the needs of the positions. All position descriptions are reviewed annually as part of the staff evaluation process.

Faculty and staff at TSCC are also evaluated ([24-0723](#)), ([24-0424](#)), ([24-0187](#)), ([24-0568](#)) in order to ensure that job performance consistently aligns with position descriptions and duties.

Student services staff participate in several professional development ([24-0475](#)), ([24-0864](#)), ([24-1034](#)) opportunities on a variety of topics from local, state and national presenters. Examples include Financial Aid 101 training, Planning for Multigenerational Success, Bridges out of Poverty, Degree Works training, Designated School Official Trainings, among others.

TSCC utilizes a holistic advising process that allows for cross-training in both academic and financial aid advising. The long-term plan for the department is a more comprehensive cross-training that would include career counseling and campus staff and faculty training. Student Support Staff are also members of several professional organizations including:

- NASFAA – National Association of Student Financial Aid Administrators
- NACAC – National Association for College Admission Counselors

Sources

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- ([24-0071](#)) Resource - Spring Career Fair Flyer - 20 January 2022
- ([24-0082](#)) Presentation - State of the College PowerPoint - 17 August 2022
- ([24-0084](#)) Resource - 2023 HLC Policy Book - Faculty Roles and Qualifications Page 23 - 19

July 2022

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- (24-0146) Minutes - Assessment Committee Meeting Minutes April 2023 - 23 May 2023
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- (24-0404) Website - TSCC Spring 2023 Events Calendar - 28 June 2023
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- (24-0424) Resource - Terra Faculty Association Contract 2022-2025 - 19 September 2023 (page number 53)
- (24-0437) Resource - TSCC Tuition Waiver Form - 17 February 2023

- (24-0475) Resource - 2021-2022 Advising Department Professional Development Schedule - 06 October 2023
- (24-0485) Resource - 2023-2024 Employee Handbook Statement of Non-Discrimination p.8 - 06 October 2023
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- (24-0494) Resource - CASA Team Charge 2023 - 29 October 2023
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- (24-1029) Resource - PROGRAM REVIEW ACCOUNTING PLO mapping 2021 - 23 February 2024
- (24-1031) Policy - Personnel Files Policy - 23 February 2024

- (24-1034) Resource - Admissions Office Professional Development - 23 February 2024

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3D.1

Students at TSCC are supported through a comprehensive system of student services ([24-0182](#)) that suit the needs of the student population. According to the fall 2022 Terra Fast Facts ([24-0072](#)):

- 78% of the 2,211 enrolled students attend TSCC part-time
- The average age of the student population is 23
- Top two degree programs are both the Associate of Arts and Associate of Science Transfer degrees

TSCC's student support services are designed to assist all students who attend full-time and part-time and are seeking transfer pathways.

Examples of Student Support Services and how they assist TSCC's student population include:

Academic and Career Advising ([24-0607](#))--provides advisors who assist both new and continuing students with academic program planning, course planning and registration, transfer options, and career exploration. These offices have made a concerted effort to communicate with TSCC's unique student population regarding pathways options, the College's policies and procedures, and awareness of other support services across campus.

According to a 2022-2023 Academic Advising Survey ([24-0452](#)) on Academic Advising Usage:

- 64/67 of the respondents were aware of other campus resources
- 66/67 have a better understanding of academic policies and procedures as they pertain to their majors

One challenge highlighted by this survey includes the majority of respondents only communicated with advisors on a seasonal basis. This department is striving to increase the number of contact points with students on a more regular basis.

Academic Service Center ([24-0182](#)) provides academic support services for TSCC students

including:

- Disability Services ([24-0183](#)) provides TSCC students with a full range of special auxiliary services, accommodations, and advocacy efforts.
- Mental Health Counseling ([24-0480](#)) provides individual mental health counseling services to help students and academic, emotional, psychological, social, and behavioral problems.

IT Help Desk and Computer Services ([24-0179](#)) provides computer assistance, including resetting passwords and helping solve computer-related issues.

TSCC Library ([24-0887](#)), ([24-0889](#)) provides access to resources that support student learning and research. The library offers a range of collections that are accessible in person, online, and through the statewide OhioLINK consortium of academic libraries.

Open Computer Labs are located throughout the main campus, provide students and staff access to computers and computer-related software.

Veterans Services ([24-0180](#)) provide educational benefits, including accepting military training credit, priority registration and dedicated study spaces.

All-in-One Advising: Students can complete ([24-0248](#)) ([24-0384](#)) their application, speak with an admissions advisor, take a tour, complete Accuplacer testing, complete their FAFSA, and meet with an academic advisor to schedule their courses if they have submitted their transcripts or completed testing. It is an opportunity to help students complete the entire enrollment process all at once, so they do not have to make multiple trips to campus.

College Credit Plus Student Handbook ([24-0488](#))

3D.2

Placement Testing ([24-0609](#)) is a critical step in identifying the appropriate coursework pathway for TSCC students. All new, degree-seeking students and any student wishing to take a class with English, reading, math or computer placement prerequisites may test utilizing Accuplacer. Placement can also be determined by submitting ACT scores, prior learning assessment (see below) or by submitting a prior-writing portfolio for English.

Per the institution's Advising Policy ([24-0794](#)), ([24-0795](#)) all new students are required to meet with an Academic Advisor prior to registration. Students receive interpretation of the placement test scores that assist advisors in determining the appropriate curriculum pathway. Those that place into remedial coursework are supported through the GEN1000 ([24-0521](#)) course (First-Year Seminar). This is a required course for all degree-seeking students and provides additional support for academic success.

For those students testing into remedial coursework, TSCC applies a co-requisite model ([24-0342](#)) that pairs remedial and college-level English and mathematics courses and allows students to register for both simultaneously. Students may also access tutoring services through the College's Academic Service Center, which assists students on a walk-in basis and by appointment.

TSCC also offers students additional advising and placement opportunities through Prior Learning Assessment ([24-0155](#)) (PLA), which helps the College to assess any previous knowledge students have gained through prior work experience. Upon reviewing a formal request, the appropriate

academic leadership liaison will determine any academic credit that may be awarded based on the student's prior experience. TSCC maintains reports that provide (24-0470), (24-0185) all PLA awards.

Once students are placed in the appropriate courses, TSCC provides additional support services (24-0884) to help improve academic success. Examples include:

- Tutoring – includes both group and individual instruction.
- Writing and Math Labs – staffed by faculty to provide students with one-on-one help in mathematics and writing assignments in any course.

3D.3

Quality academic advising (24-0607) is a significant priority at TSCC, as students are assigned a single advisor upon admission to the College. Advisor assignment is based on the student's choice of degree and program areas of study. Students may make appointments online, in-person, or via a phone call. TSCC also provides an "All-in-One" (24-0248) (24-0384) event that allows students to complete all of the on-campus registration requirements in one day.

TSCC follows a centralized advising model. Students may access all the College's advisors within a single office area, along with other support services such as Financial Aid. This model provides the majority part-time student population the opportunity to meet multiple academic needs within a single campus office.

To help acclimate students to the academic challenges and expectations of the College, all students are required to complete GEN1000 (24-0521), (24-1025) First Year Seminar and are encouraged to complete it within their first year of study. In this course, students learn how to access and use a variety of academic and support services to help them transition smoothly to the college environment and to succeed at Terra. The course is delivered through modules that allow students to choose some topics based on relevance for them. The modules cover a variety of topics including, but not limited to, Financial Aid, Library Research, Study Skills / Stress and Time Management, Career Services/Advising/Planning and Finalizing your Degree, How to Be an Informed College Student, and the Adult Students.

Student progress and persistence is monitored through a caseload management system (Watermark). TSCC students can locate the name of their academic advisor within this system as well as track course completions, progress towards degree and overall earned credits information. Overall student perception regarding the quality of support services TSCC provides is largely positive, highlighted by the most recent Community College Survey of Student Engagement (CCSSE) (24-0516) report. The report provides information. For example, when asked whether the College provides "the support you need to help you succeed at this college," 73.4% of respondents indicated either "Quite a bit" or "Very Much."

3D.4

TSCC supports effective teaching and learning by providing extensive resources and infrastructure that enhances the College's programs and services.

Technology Infrastructure

The Information Technology (IT) Department at TSCC provides support for classroom and teaching

technologies. The IT Department also supports student computer labs, faculty and staff computers, and the extensive wired and wireless infrastructure of the campus.

TSCC partners with the University of Toledo for IT support services to enhance the College's current offerings. These services include:

- Help desk operations 24 x 7
- Database Administration (DBA) support
- Network support
- Server support
- Application/Development support
- Management and Administration support
- Systems Programmer position
- Network Engineer position
- Business Systems Analyst position
- Servers and application hosting for Terra's Banner SIS instance

There are multiple computer labs throughout campus.

Faculty, staff, and students may submit help desk tickets for issues such as technology and application as well as for password resets. This service is available on the internal myTerra homepage. The service is maintained by the University of Toledo, which assigns all tickets based on priority level and building location.

The Technology resources for the College also include services to assist with student learning. An example includes the LMS Canvas utilized by TSCC. This system provides a repository for instructors to house course materials and assignments, as well as providing a method of communication directly to those students enrolled in their courses.

The College also utilizes Canvas for faculty training. An example includes the Assessment 101([24-0628](#)) Training Module provided to all TSCC faculty.

Science/Allied Health Laboratories and Clinical Practice Sites

TSCC maintains eight labs with specialized equipment to support courses in biology, chemistry, and physics, as well as programs in Allied Health and music.

In addition to labs located on campus, many of these programs participate in clinical practice at various healthcare sites ([24-0791](#)), most of which have additional lab space.

Skilled Trades Labs and Specialty Classrooms

TSCC maintains over 34,000 square feet of specialized learning spaces for many of the Skilled Trades programs, including welding, electricity, power technologies, robotics, and computer systems, among others.

Most recently, the College approved approximately \$400,000 to upgrade the welding lab in the Rutherford B. Hayes Skilled Trades Center ([24-0768](#)). The expansion includes 10 additional welding stations in order to meet the current job demands identified by the College's workforce development

partners.

Ongoing projects include a \$200,000 Renovation of the CNC lab, including a new CNC Mini-Mill and CNC Lathe, the PLC lab, and the Engineering Building Lobby ([24-0769](#)).

Over the last three years, the College has invested over \$850,000 in equipment. The equipment includes PLC Trainers, Motor Controls Trainers, AC/DC Trainers, Pneumatics Trainers, Automotive Scan Tool, Mechanical Power Transmission Trainer, FANUC Robotics Certification Carts, Virtual Machine PLC Lab, laptops, monitors, Motor Controls Panels with components, and various software licenses to facilitate remote learning. Local capital dollars, the OPWICS grant, RAPIDS grants, COVID-related funds, and the Terra Foundation provided the funds for these investments.

Additionally, TSCC houses the Ohio Small Business Development Center (SBDC) ([24-0234](#)). Terra State's SBDC has been on campus since 1988 providing confidential one-on-one advising and entrepreneurial training programs to prospective and existing small business owners in Erie, Ottawa, Sandusky and Seneca Counties. Services are free of charge, although fees may be charged for workshops or seminars.

Library

The TSCC Library provides students, faculty, and staff access to a wide variety of resources, services and facilities. Students and staff have access to the library's approximately 6,400 square foot facility ([24-0711](#)) which includes spaces for studying (individually or in small groups) as well as access to a collection of books, periodicals, eBooks and databases, among other items.

Examples of databases include:

- The Ohio Library and Information Network, OhioLINK, is a consortium of 90 Ohio college and university libraries, plus the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research.
- OhioLINK's Electronic Journal Center (EJC) is the first place Ohio's college students and researchers go to find the latest journal articles. It contains over 24 million full-text articles in 10,000 journals from large publishers to small presses.

The library is open Monday through Friday throughout the year and maintains a resource and policy guide on the Terra State website.

TSCC recently hired ([24-0381](#)) a full-time Librarian/Manager of Library Services who will help lead a re-imagining of the library functions on campus. This will include facilitating research symposiums for faculty and students, evaluating the available databases for faculty and students, and creating information literacy standards and guidelines for the College.

Performance Spaces

TSCC places a significant emphasis on fine and performing arts development and activities. Specialized facilities and spaces include an approximately 3,500 square foot recital hall ([24-0710](#)), a state-of-the-art audio recording lab, a percussion studio, and several practice rooms and small rehearsal spaces.

The College offers several ensemble options for students, staff and community members including a Symphonic Band, Symphony Orchestra, Jazz Band, Fusion Ensemble, Brass Choir, and Percussion

Ensemble among others.

Student Housing

Housing ([24-0582](#)), ([24-0662](#)) options in close proximity to the College are made available to TSCC students.

Student Activities Center

The College houses an athletics area in Building C, including an approximately 15,000 square foot Student Activities Center (SAC), which includes the varsity basketball and volleyball gym as well as non-credit offerings for community membership.

Outdoor facilities include tennis courts that are open to students, staff and the public.

Sources

- (24-0072) Resource - Enrollments Fast Facts 19 July 2022
- (24-0155) Policy - Prior Learning Assessment Policy 2023 - 23 May 2023
- (24-0179) Website - IT Help Desk and Computer Services - 01 June 2023
- (24-0180) Website - Veterans Services Description - 01 June 2023
- (24-0182) Website - Academic Service Center Description - 01 June 2023
- (24-0183) Website - Disability Services Description - 01 June 2023
- (24-0185) Report - PLA Awarded AY 2021-2023 - 02 June 2023
- (24-0234) Website - Ohio Small Business Development Center Description - 07 June 2023
- (24-0248) Resource - All in One Advising Description - 08 June 2023
- (24-0342) Resource - Co-requisite Model Flow Chart - 26 June 2023
- (24-0381) Resource - Position Description - Librarian and Manager of Library Services - 22 August 2023
- (24-0384) Resource - All in One Event Flier - 22 August 2023
- (24-0452) Report - TSCC Academic Advising Student Survey Results 2022 - 17 February 2023
- (24-0470) Report - Prior Learning Assessment Credit 2021-2023 - 06 October 2023
- (24-0480) Website - TSCC Mental Health Counseling Information Website - 06 January 2023
- (24-0488) Resource - College Credit Plus Student Handbook - 29 October 2023
- (24-0516) Resource CCSSE Narrative Summary - 29 October 2023
- (24-0521) Syllabus - GEN1000 Course Syllabus - 30 October 2023
- (24-0582) Website - The Landings Residence Hall - 22 November 2023
- (24-0607) Website - TSCC Webpage Academic Advising - 24 November 2023
- (24-0609) Policy - Mandatory Placement Testing Policy - 24 November 2023
- (24-0628) Resource - GLO and General Assessment Training Canvas - 24 November 2023
- (24-0662) Website - The Landings Floor Plans and Pricing - 27 December 2023
- (24-0710) Resource - TSCC Building D Floor Plan Map - 22 January 2024
- (24-0711) Resource - TSCC Floor Plan
- (24-0768) Website - TSCC Webpage- Welding Lab Grand Opening - 30 January 2024
- (24-0769) Website - TSCC Webpage- CNC Lab Grand Opening - 30 January 2024
- (24-0791) Resource - RN Clinical Agencies FA 18 to FA 23 - 31 January 2024
- (24-0794) Policy - Advising Services Policy - 31 January 2024
- (24-0795) Policy - Academic Advisor Policy - 31 January 2024

- (24-0884) Resource - Supporting Our Students Handout - 02 February 2024
- (24-0887) Resource - Using the Terra Library for Research - 02 February 2024
- (24-0889) Resource - Find way to the Terra Library - 02 February 2024
- (24-1025) GEN 1000 Master Course Shell - 23 February 2024

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

The institution provides quality education, wherever and however its offerings are delivered. The College's certificate and associate degree programs are appropriate to higher education with student learning outcomes, courses, and assessments developed by faculty with input from both internal and external stakeholders. The General Learning Outcomes (GLOs) drive the curricular structure of both applied degree programs as well as the general education curriculum through an emphasis on communication, quantitative reasoning, civic awareness, and research skills, among others. When applicable, academic programs align with discipline-specific standards and/or third-party accreditation requirements. TSCC employs qualified faculty and staff to provide effective, high-quality programs and student services. Faculty and staff participate in professional development and training opportunities that include assessment, diversity, equity and inclusion, and generational awareness, among others. The Academic Service Center, as well as the various classrooms, labs, and performance spaces located across campus, provide students with appropriate support and learning spaces. TSCC utilizes the Community College Survey of Student Engagement (CCSSE) to identify ways to improve student services and the overall campus culture, as indicated in 3C.6 with the development of revised GLO rubrics.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4A.1

Program Review

TSCC meets its commitment to the Mission standard of providing the “highest quality educational experience and training to our students” in part by a program review process ([24-0498](#)) that outlines the guiding principles and operational steps of the program evaluation process.

TSCC is currently in the second year of this new model, which places all academic programs on a five-year cycle for review. The College recently moved to a new three-year review model ([24-1023](#)) which is slated to begin Academic Year 2025.

Program faculty are notified ([24-0390](#)) when individual programs are scheduled for review ([24-0688](#)) as well as the type of information and data to collect ([24-0365](#)), which includes but is not limited to enrollment, assessment of student learning, advisory board input, completion percentage, employment rates, and any outside employer surveys or job market projections. Programs are also

asked to complete a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis in order to identify opportunities for improvement. Completed program review folders ([24-0688](#)) and action plans ([24-0391](#)), ([24-0934](#)), ([24-0932](#)), ([24-0931](#)) are submitted to the respective Division Dean and shared with other members of academic leadership.

As part of the new three-year program review model, the College will evaluate the current report requirements and include any revisions beginning with the Academic Year 2025 review.

Selected programs are asked to present their review findings to the Board of Trustees for further inquiry and questions. During the 2022-2023 academic year, three programs were asked to provide public presentations:

- Physical Therapist Assistant (PTA) Associate of Applied Science ([24-0893](#)), ([24-0660](#))
- Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC) Associate of Applied Science ([24-0472](#)), ([24-0932](#)), ([24-1024](#))
- Registered Nursing (RN) Associate of Applied Science ([24-0673](#)), ([24-0658](#)), ([24-0659](#))

Results of these presentations included action steps toward program improvement.

The Nursing Program, for example, was recently awarded a \$200,000 grant from the Ohio Board of Nursing Nurse Education Grant Program to launch a new part-time, nights, and weekend cohort ([24-0885](#)).

This opportunity will allow the Nursing Program to add an additional 48 students in the first year and an additional 48 students during the second year in order to help build enrollment and stabilize the revenue and expenses of the program identified in the program review.

New tutoring and assessment processes throughout the nursing curriculum have also helped to contribute to a fall 2022 100% pass rate on the NCLEX Licensure exam ([24-0867](#)).

The Physical Therapist Assistant (PTA) program used the Program Review process to identify and develop new student recruiting strategies, which has helped increase student enrollment ([24-0675](#)) for fall 2023 (currently 14 students- (fall 2021 was 15 students, fall 2022 was 10).

In an effort to collect more comprehensive data, the College provided higher education consultant Ad Astra with enrollment and financial data for each academic program at TSCC. The data was utilized to create a report ([24-0514](#)) reflecting overall program revenue, cost, and cost per course section. The final report was shared with Division Deans and academic leadership to serve as a foundation for future program review reports.

Several TSCC academic degree programs ([24-0717](#)) also have external accreditation requirements that provide a regular program review.

4A.2

In addition to earning credits at other institutions and receiving equivalent credit via Ohio Transfer 36 (OT36) ([24-0174](#)) (formerly the Ohio Transfer Module) or the Transfer Assurance Guide (TAG), some students come to TSCC with prior learning experiences comparable to learning achieved in college classrooms.

Prior Learning Assessment (PLA) gives students the opportunity to earn college credits for learning through work experience, military, life experience, industry credentials and non-traditional schooling. TSCC views PLA as less about the experience itself and more about the learning that has taken place. Credit for PLA is granted by the division deans ([24-0655](#)), ([24-0155](#)) through several options ([24-0309](#)) among others:

- *Portfolio Evaluation*: Students meet with a faculty member to discuss each course for which they seek credit and, if appropriate, the student assembles a portfolio of relevant evidence. Upon the portfolio review, the faculty member will recommend to the dean whether credit should be awarded for prior learning.
- *Proficiency Exam*: Students may receive credit for previous academic work or experience on the basis of a proficiency examination. Individuals may take a proficiency exam at any time prior to enrollment in the course.
- *College Level Examination Program (CLEP)*: Students may receive college credit for previous academic work by passing a CLEP exam, a standardized national exam.

TSCC has awarded ([24-0470](#)), ([24-0185](#)) 2658.5 academic credits through PLA from AY 2021-2023.

4A.3

TSCC's catalog includes the process for evaluating and ensuring the quality of all transfer credit ([24-0666](#)), ([24-0686](#)), ([24-0135](#)). An official evaluation of the transfer credit will be completed by the Student Records Office after the student has been accepted by the College and has submitted all official transcripts. Academic deans work with program faculty to determine if any credit is eligible for transfer. Students may appeal decisions regarding the transfer of credit. The steps of this process are included in the College Catalog and Student Handbook- *Academic Policies and Procedure* ([24-0685](#)).

Commonly transferred-in courses are part of standardized transfer guides ([24-0666](#)) including Ohio Transfer 36 (OT 36) courses ([24-0666](#)) used by the College's Records Office in the evaluation process. Students are guaranteed the transfer of applicable credits among Ohio's public colleges and universities, and equitable treatment in the application of credits for admissions and degree requirements. Additional information regarding transfer pathways and transfer guarantees can be found on the Ohio Department of Higher Education (ODHE) website ([24-0292](#)), ([24-0264](#)).

The TSCC Catalog also includes a description of the Ohio Guaranteed Transfer Pathways (OGTPs) ([24-0666](#)), which are designed to provide a clearer path to degree completion for students pursuing associate degrees who also plan to transfer to an Ohio public university to complete their bachelor's degrees. The OGTPs also constitute an agreement between public community colleges and universities confirming that community college courses meet major preparation requirements and will be counted and applied toward a bachelor's degree. The 2023-2024 Catalog also includes a description of Transfer Assurance Guides (TAG's) ([24-0666](#)) Career Transfer Assurance Guides (CTAG's) ([24-0666](#)), Military Transfer Assurance Guide (MTAG), Industry-Recognized Credential Transfer Assurance Guide (ITAG) ([24-0666](#)), as well as a listing of approved OT36 courses ([24-0666](#)), ([24-0174](#)), ([24-0666](#)) ([24-0666](#)) within each degree program in order to help students complete general education requirements.

4A.4

TSCC maintains appropriate authority over the quality and rigor of its academic programs and

courses, expectations for student learning, access to learning resources, as well as faculty qualifications, including those who teach through the College Credit Plus (CCP) program. TSCC ensures, through the College's CCP Policy ([24-0201](#)), ([24-0202](#)), that "students who enroll in the CCP program are expected and required to perform at the same level as all other TSCC students and are subject to the same policies and procedures, academic practices, and grading standards as all other TSCC students."

Curriculum Oversight

TSCC's faculty-led Curriculum Committee (CC) follows a consistent process ([24-0694](#)), ([24-0159](#)) for curriculum approval.

Changes are incorporated annually in the [College Catalog and Student Handbook](#), which is reviewed and approved by the Senior Vice President for Innovation and Strategic Planning.

Faculty Qualifications

TSCC ensures that all part-time and full-time faculty members have the appropriate education and/or professional credentials that meet or exceed requirements for the courses they teach (Section h) ([24-0085](#)). In some cases, faculty may be required to have a plan in place to obtain those credentials upon their initial hire.

Ensuring Quality and Standards for College Credit Plus (CCP) Courses

TSCC is committed to quality CCP (formally dual enrollment) programs and partnerships that are consistent with the college-level learning that takes place on the main TSCC campus or through on-line delivery. TSCC sets clear requirements and expectations ([24-0270](#)), ([24-0400](#)) for secondary school partners that cover admissions, enrollment, and curriculum expectations.

CCP faculty are provided course syllabi ([24-0653](#)), required student outcomes, all learning materials for the course(s), access to the institutional LMS (Canvas), and all other relevant college policies and procedures prior to beginning instruction. TSCC has an established Curriculum Committee ([24-0694](#)) that is led by faculty and includes significant faculty representation to ensure, among other duties, all courses conform to the College's academic standards and policies.

CCP faculty are also invited to attend ([24-0652](#)) professional development sessions (a minimum of three hours, as dictated by Ohio law) prior to the start of each academic year. CCP faculty are also evaluated by means of an in-class observation ([24-0684](#)) and a syllabus review.

TSCC faculty credentialing requirements ([24-0400](#)) are the same for full-time, adjunct, and CCP faculty teaching at high schools. Credentialing requirements follow ODHE faculty qualification guidelines ([24-0085](#)) and are applied equally whether the course is taught on campus or remotely. The following examples illustrate how the College ensures that CCP faculty remain in compliance with TSCC standards:

- CCP adjunct faculty teaching at the high school are encouraged to participate in institutional assessment work.
- All potential CCP faculty are vetted and on-boarded to TSCC by division deans or other designated academic leaders.
- CCP adjunct faculty are provided learning opportunities throughout the year that include Canvas training (College LMS) and pedagogy.

All faculty in need of additional credits to meet HLC's faculty qualifications and expectations work with the division dean to create a Development Plan to complete credentials within an agreed upon time frame. The plan includes a regular progress review by the division dean.

Learning Resources

Student Support Services are supervised by the Dean of Student Success and the Senior Vice President for Innovation and Strategic Planning. These institutional leaders meet ([24-0702](#)), ([24-0703](#)), ([24-0335](#)), ([24-0334](#)), ([24-1042](#)), ([24-1043](#)) regularly with all departments to ensure departments are utilizing institutional data as part of regular decision making and forward planning.

Further support provided by academic advisors include an alert system that allows advisors to contact students when they are struggling academically. Information is taken directly from Canvas LMS to trigger the alert system. This proactive step assists faculty as they simultaneously work with those students to help improve performance.

Advisors are provided specific on-boarding training upon hiring at the College. This training includes completion of various training modules ([24-0379](#)), each highlighting different aspects of this position.

4A.5

TSCC maintains specialized accreditation for five academic programs:

- ([24-0348](#)) Health Information Technology: Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).
- ([24-0347](#)) Medical Assisting: The Medical Assistant certificate program is accredited by the Commission on Accreditation of Allied Health Education programs upon recommendation of the Medical Assisting Education Review Board (MAERB).
- ([24-0597](#)) Nursing: Accreditation Commission for Education in Nursing (ACEN)
- ([24-0682](#)) Physical Therapist Assistant: Commission on Accreditation in Physical Therapy Education (CAPTE)
- ([24-0718](#)) Ohio Peace Officer: Ohio Peace Officer Training Academy (OPOTA)

These accreditations, listed in the College Catalog, Student Handbook and the College website, ensure that programs remain relevant and current. Specialized accreditation is necessary for licensure in each of the aforementioned programs.

Currently, all programs requiring accreditation for licensure or certification are accredited and in good standing.

4A.6

The most recent data collection from the National Student Clearinghouse ([24-0651](#)) reinforces the emphasis TSCC places on student preparation and transferability. For example, students entering the 2017 through 2019 cohorts transferred to approximately 176 public and private, two-year and four-year institutions, with 2750 of those students receiving degrees from those schools.

The Academic Advising Department has piloted a new graduate survey ([24-0244](#)) (spring 2023 pilot) to collect data including employment and future educational pursuits. Results ([24-0500](#)) will be analyzed, distributed, and shared ([24-0396](#)) for action planning prior to the start of the fall 2024

academic term.

Pass rates ([24-0597](#)), ([24-0048](#)) on state and national exams are another way TSCC measures its program learning outcomes. For example, graduates of the TSCC nursing program in 2021 had pass rates for RN (78.38%) that are higher than the national average (68.8%).

Advisory Board feedback ([24-0243](#)), ([24-0106](#)) is critical to maintaining program relevancy and ensuring the College is meeting current labor trends. Feedback includes curriculum suggestions, knowledge, skills and abilities necessary for career success, and networking opportunities for students through internships or shadowing events. Feedback from these annual meetings has also led to new program requirements, for example changes to the Capstone course ([24-0852](#)) for the Physical Therapist Assistant program in order to increase national licensure test scores.

Several Advisory Boards, including the Registered Nurse Program and Digital Media Technologies ([24-0158](#)), also provide regular feedback ([24-0226](#)) about the performance of the TSCC graduates their members have hired.

TSCC provides students with multiple avenues for transfer opportunities ([24-0666](#)), ([24-0554](#)) with regional four-year institutional partners. These articulations range from college-wide course articulations to those that are more program-specific ([24-0648](#)), ([24-0649](#)). Data from the National Student Clearinghouse ([24-0651](#)) provides evidence of the significant number of TSCC students who transfer to institutions across the region and State of Ohio.

TSCC partnered with Economic Modeling Systems in 2017 to create an Economic Impact Report ([24-0322](#)) that helped illustrate, in part, the economic impact and benefit of TSCC alumni and students. Highlights include:

- During the analysis year, currently employed, past and present TSCC students generated \$68.8 million for the service districts of Ottawa, Sandusky, and Seneca Counties
- These students will receive a present-day value of \$113.7 million in increased earnings over their working lives
- Every dollar that society spent on TSCC FY 2015-2016 education, will generate \$15.10 million in benefits

Sources

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- ([24-0085](#)) Resource - ODHE Academic Program Review Guidelines - Faculty Credentials 05 July 2016
- ([24-0085](#)) Resource - ODHE Academic Program Review Guidelines - Faculty Credentials 05 July 2016 (page number 14)
- ([24-0106](#)) Minutes - PTA Advisory Board Meeting Minutes - 29 October 2020
- ([24-0135](#)) Policy - Transfer Policy 2.24.23 - 22 May 2023
- ([24-0155](#)) Policy - Prior Learning Assessment Policy 2023 - 23 May 2023
- ([24-0158](#)) Minutes - Digital Media Technologies April 2022 Advisory Board Minutes - 23 May

2023

- (24-0159) Resource - Curriculum Committee Approval Flowchart - 23 May 2023
- (24-0174) Website - Ohio Transfer 36 - 30 May 2023
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- (24-0201) Policy - CCP Policy - 03 June 2023
- (24-0202) Policy - CCP Admission Policy - 03 June 2023
- (24-0226) TSCC Digital Media Program Advisory Committee Minutes 2021 - 05 June 2023pdf
- (24-0243) Minutes - TSCC Accounting Program Advisory Committee Minutes - 08 June 2023
- (24-0244) Resource - Terra State Community College Graduation Survey - 08 June 2023
- (24-0264) Resource - OT36 Learning Outcomes - 09 June 2023
- (24-0270) Agenda - CCP Professional Development Workshop Agenda Fall 2022 - 09 June 2023
- (24-0292) Website - OT36 Overview ODHE - 14 June 2023
- (24-0309) Resource - Prior Learning Assessment Form - June 15
- (24-0322) Report - Economic Impact Study.Main Report - 22 June 2023
- (24-0334) Agenda - TSCC Advising Team Meeting Agenda 12-15-2022 - 23 June 2023
- (24-0335) Agenda - TSCC Advising Team Meeting Agenda September 15 - 23 June 2023
- (24-0347) Website - Medical Assisting Website - 26 June 2023
- (24-0348) Website - Health Information Technology Web Page - 26 June 2023
- (24-0365) Resource - TSCC Academic Program Review Questions - 11 July 2023
- (24-0379) Presentation - Advisor On-Boarding Module - 22 August 2023
- (24-0390) Resource - TSCC Program Review Faculty Letter - 17 September 2023
- (24-0391) Resource - TSCC Program Review Action Plan Template - 17 September 2023
- (24-0396) Minutes - 2023 Advising Team Meeting Notes-Survey Results - 17 September 2023
- (24-0400) Resource - Faculty Hiring Form and Checklist - 17 September 2023
- (24-0470) Report - Prior Learning Assessment Credit 2021-2023 - 06 October 2023
- (24-0472) Minutes - Approved Board Minutes 2022 - 06 October 2023_Redacted
- (24-0472) Minutes - Approved Board Minutes 2022 - 06 October 2023_Redacted (page number 46)
- (24-0498) Resource - TSCC Program Review Process 2020 - 29 October 2023
- (24-0500) Report - Terra State Community College Graduation Survey - 29 October 2023_Redacted
- (24-0514) Data - Ad Astra Program Review Results - 29 October 2023
- (24-0554) Website - Private School Transfer Webpage - 06 November 2023_Redacted
- (24-0597) Website - Nursing Pass Rates - 24 November 2023
- (24-0648) Resource - Articulation Agreement Tiffin University - 18 December 2023
- (24-0649) Resource - Articulation Agreement.Heidelberg University - 18 December 2023
- (24-0651) Report - National Student Clearinghouse Data 2017-2019 - 18 December 2023
- (24-0652) Presentation - Professional Development Workshop - CCP Partners - 18 December 2023
- (24-0653) Syllabus - HIS 1010 Western Civilization Fall 2022 Clyde HS - 18 December 2023
- (24-0655) Website - Prior Learning Assessment Overview Website - 18 December 2023
- (24-0658) Presentation - Nursing Board Presentation - 27 December 2023
- (24-0659) Resource - Nursing Program Review Report - 27 December 2023
- (24-0660) Presentation - PTA Program Review Board Presentation - 27 December 2023
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023 (page number 3)
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023 (page

- number 6)
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023 (page number 7)
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023 (page number 8)
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023 (page number 9)
- (24-0666) Website - 2023-2024 Transfer Program Information - 27 December 2023 (page number 10)
- (24-0673) Approved Board Minutes 3.22.23 Nursing Program Review Presentations - 29 December 2023
- (24-0675) Data - PTA Student Enrollment Data Fall 2023 - 30 December 2023
- (24-0682) Website - Physical Therapist Assistant Licensure Pass Rates – Webpage - 30 December 2023
- (24-0684) Resource - CCP Classroom Observation - Introduction to Hospitality Management Fall 2022 - 30 December 2023_Redacted
- (24-0685) Resource - 2023-2024 Academic Practices Policies and Procedures – TSCC College Catalog - 30 December 2023
- (24-0686) Resource - Academic Practices Policies and Procedures Transfer Policy p. 19 of College Catalog 30 - December 2023
- (24-0686) Resource - Academic Practices Policies and Procedures Transfer Policy p. 19 of College Catalog 30 - December 2023 (page number 20)
- (24-0688) Resource - Program Review Folder Information - 30 December 2023
- (24-0694) Resource - Curriculum Committee Charge 11.14.23 - 03 January 2024
- (24-0702) Agenda - 2023 Advising Team Agendas 07 January 2024
- (24-0703) Agenda - 2022 Advising Team Agendas - 07 January 2024
- (24-0717) Website - Accreditation Webpage - 28 January 2024
- (24-0718) Website - OPOTA – Directory of Peace Officer Basic Training Academies - 28 January 2024pdf
- (24-0852) Syllabus - PTA2902 Syllabus - 01 February 2024
- (24-0867) Resource - Candidates Educated in my Jurisdiction NCLEX - 01 February 2024
- (24-0885) Website - Ohio Board of Nursing NEGP Award Summary 2023-2025 - 02 February 2024
- (24-0893) Minutes - TSCC Board of Trustees Meeting Minutes PTA Program Review – October 2022 - 02 February 2024
- (24-0931) Resource - MFG-ENGR Prog Action Items 20-21 - 04 February 2024
- (24-0932) Resource HVACR PROGRAM REVIEW – 2021 - 04 February 2024
- (24-0934) Resource - Welding Program Review - 04 February 2024
- (24-1023) Resource - Program Review Schedule - 21 February 2024
- (24-1024) Presentation - HVACR Presentation - 21 February 2024
- (24-1042) Agenda - Academic and Student Affairs Division Leadership Meeting - 26 February 2024
- (24-1043) Agenda - Student Affairs and Enrollment Services Meeting Agendas - 26 February 2024

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4B.1

TSCC's systematic approach to assessment of student learning includes several components:

- Communication
- Infrastructure
- Data Collection
- Data Analysis
- Results Implementation
- Reflection

Assessment is also tied to the Mission of the College to "provide the highest quality education and training to our students" ([24-0074](#)).

Communication

An effective assessment process begins with the communication of student outcomes. TSCC utilizes two different types of learning outcomes--general and programmatic:

General Learning Outcomes

General Learning Outcomes (GLOs) ([24-0511](#)) were established ([24-0643](#)), ([24-0137](#)) by the institution's Assessment Committee and are monitored throughout each academic year. GLOs reflect general skills, knowledge and abilities that are embedded throughout all academic coursework in the College but are only measured in the general education curriculum. The Assessment Committee developed two additional tools to assist the data collection process: a curriculum map ([24-0629](#)), ([24-0146](#)), ([24-0186](#)) that indicates which general education courses measure specific GLOs, and rubrics ([24-0186](#)), ([24-0146](#)), ([24-0681](#)), ([24-0197](#)) ([24-0706](#)) that provide measurement standards for each outcome. GLOs are reflected in course syllabi ([24-0647](#)), ([24-0152](#)) to reinforce to both students and faculty the specific outcomes measured in each course.

Program Learning Outcomes

Each applied degree program at TSCC has established Program Learning Outcomes (PLOs) specific

to their academic discipline. PLOs are often determined as a collaborative effort between faculty and Advisory Committee ([24-0158](#)) ([24-0106](#)), ([24-0048](#)), ([24-0050](#)) members in order to best reflect industry standards and needs, or as a direct requirement through outside accrediting bodies. Each applied degree program at the College has established a set of PLOs that are also reflected in a curriculum map ([24-0224](#)), ([24-0756](#)) that indicates where each outcome is Introduced, Reinforced, and Measured. Outcomes are then included on the specific course syllabi that coincide with the curriculum map.

Infrastructure

The College has established three college-wide committees that contribute to the development, collection, and analysis of learning outcomes:

- Assessment Committee
- Curriculum Committee
- Council for Academic and Student Affairs (CASA)

Assessment Committee

The TSCC Assessment Committee is charged ([24-0598](#)) with facilitating the assessment efforts across campus. Committee membership is composed of faculty, staff and administration in order to represent diverse expertise as well as representation from both program and general education faculty. TSCC believes assessment is a faculty-driven process, which is reflected within this committee as faculty serve as a co-chair. The faculty co-chair also receives a 1-credit hour release in order to serve in this leadership role.

Rather than directing faculty and program leadership in how and what to assess, the Committee provides tools and resources to ensure curriculum mapping is current and professional development is provided ([24-0646](#)), ([24-0295](#)), ([24-0149](#)), ([24-0130](#)), ([24-0758](#)). For example, professional development opportunities include training in how to write effective outcomes, rubric development and usage. The Committee reviews data ([24-0449](#)), ([24-0130](#)), ([24-0372](#)) ([24-0452](#)), ([24-0451](#)) collected from faculty and helps faculty identify trends and opportunities for improvement.

Curriculum Committee:

The Curriculum Committee ([24-0694](#)) reviews individual course syllabi ([24-0152](#)), ([24-0151](#)), ([24-0154](#)) at TSCC to ensure that learning outcomes are addressed in each course (including GLOs). Faculty utilize this information when submitting end-of-term assessment data through the Canvas LMS system.

Council for Academic and Student Affairs (CASA)

The Council for Academic and Student Affairs (CASA) ([24-0494](#)) is charged with providing the final approval for academic and student services curriculum, policy and procedures, which includes PLOs and GLOs. CASA is composed of representatives from both academics and student affairs including faculty, staff and administration.

Data Collection

Assessment data at TSCC is collected once per academic term during the fall and spring semesters. Faculty are notified ([24-0847](#)) by the Vice President for Academic Affairs (via the Assessment

Committee) to begin collecting GLO data, which is entered via the College's learning management system (LMS), Canvas. Faculty are able to link [\(24-0657\)](#) the specific assignment, project, tests, etc. they have identified for outcome measurement with the appropriate rubric assigned by the GLO curriculum map. Once linked, rubric scores for each individual student are entered and saved within Canvas.

Applied degree faculty collect assessment data simultaneously that is housed within each individual department.

Data Analysis

Data analysis for GLOs begins with the institutional Assessment Committee. Data collected within Canvas is transferred to a spreadsheet [\(24-1020\)](#) that breaks down rubric results for each GLO by individual course. Committee members review data results [\(24-0295\)](#), [\(24-0149\)](#), [\(24-0130\)](#), [\(24-0899\)](#) against previous academic terms and identify trends and observations that may contribute to the improvement of student learning within each outcome area. An example includes a recent Assessment Committee recommendation that indicated the lack of data collected for GLO #5, *Engage in our Democratic Society*. As a result, the GLO curriculum map was revised to assign courses that integrated concepts of democratic engagement to ensure more robust data was collected for future terms.

Future data analysis includes isolating specific instructional modalities within each GLO such as land-based vs. online, or courses taught by full-time vs. adjunct faculty [\(24-0679\)](#).

Data Results

Data results are shared in multiple ways, including both at the committee, departmental, and institutional levels. GLO data results are shared during Assessment Committee meetings [\(24-0970\)](#), [\(24-0969\)](#), [\(24-0704\)](#) [\(24-0705\)](#), [\(42-0372\)](#) as well as open faculty sessions [\(24-0130\)](#), [\(24-0295\)](#), [\(24-0165\)](#). Results are also shared at the programmatic level through individual meetings [\(24-0164\)](#) with department faculty. Discussions at all three levels include a review of the actual data as well as strategies on how the results can be implemented to improve student learning at both the general and program levels.

Implementation and Reflection

TSCC's Assessment Committee regularly reflects on both data results as well as those suggestions and conversations collected from departmental and institutional meetings. Recent examples of changes implemented as a result of these discussions [\(24-0186\)](#) include the need to simplify the GLO rubrics to a more condensed form. Several faculty indicated that they were unsure what or how they were assessing due to the complexity of the original rubrics, thus compromising the usefulness of the data results. As a result, Committee members re-designed the original rubrics and were utilized for the first time during the fall 2023 data collection cycle.

The Assessment Committee, in conjunction with recommendations from faculty, also made the decision [\(24-0146\)](#) to measure GLOs only in general education courses (Action Item #1), allowing applied degree programs to focus on the development and measurement of PLOs.

Committee members then designed a new curriculum map [\(24-0629\)](#) that ensures each general education course measures at least one GLO.

At the program level, individual department meetings have helped contribute to changes with curriculum maps. An example includes recent changes ([24-0756](#)) to the Nursing RN degree map that revised the courses identified to introduce, reinforce, and measure each outcome based on the need to provide more relevant data.

Co-Curricular Assessment

As a result of the previous HLC site visit, TSCC recognized the need to improve several aspects of the institutional assessment process, including co-curricular assessment. The College joined the HLC Assessment Academy in 2019 to help address this aspect of assessment ([24-0297](#)). While the efforts in co-curricular assessment remain at an introductory level, the College has made progress as a result of the HLC Academy participation.

TSCC has since defined co-curricular assessment as instruction occurring outside the classroom that supplement that which is provided by the instructor. The Assessment Committee has distributed and collected usage and satisfaction surveys ([24-0451](#)), ([24-0452](#)), ([24-0241](#)) for both the academic advising and tutoring offices and plan on reviewing results for future assessment work.

Certificate Assessment

Terra State has implemented a stackable certificate model reflective of the ODHE funding model which awards funding for completion of technical certificates with a minimum of 30 credit hours. The first certificate represents the completion of the freshman year while the second certificate is added/stacked representing completion of the second-year coursework, and completion of the applied associate's degree.

An example includes the proposed Patient Registration Certificate ([24-1046](#)) which helps students earn an entry-level position as a Patient Registration Specialist. After receiving this certificate, students may return in order to pursue the Medical Coding Certificate and Health Information Technology, AAS degree (this option is pending from the Ohio Department of Higher Education (ODHE) ([24-1047](#)))

Other certificates are embedded and assessed as components of their parent degree.

Future Assessment Steps

Future next steps include:

- Increasing the number of faculty members on the TSCC Assessment Committee.
- Having committee members meet individually with at least two-three academic programs each term to review curriculum maps, student artifacts identified to measure outcomes, and the tools utilized for this measurement.
- Creating an annual “Assessment Annual Report” (beginning spring 2024) that includes assessment results from both GLOs and PLOs.
- Creating a separate assessment plan for certificate programs

4B.2

All degree programs at TSCC (at both the general and program levels) rely on assessment data in order to make programmatic changes and improvements.

General Education (A.A and A.S. Transfer Degrees)

The institutional Assessment Committee has reviewed trend data collected from previous GLO assessment submissions and shared ([24-0130](#)), ([24-0372](#)) the data results both with Committee members as well as with College faculty and staff ([24-0904](#)), ([24-0780](#)), ([24-0779](#)). Three conclusions were identified as a result of the data analysis with action steps implemented to address all three areas:

1. First, the faculty were unclear as to which specific GLOs they were assigned to assess in any given term. In order to address this issue, the Assessment Committee developed ([24-0146](#)), ([24-0186](#)) a revised Curriculum Map ([24-0629](#)) in fall 2023 for each of the institutional GLOs that specifically assigned courses to GLOs.
2. Second, the rubrics utilized for assessment scoring were determined to be overtly complex and cumbersome, resulting in data that may not be reliable or consistent. As a result, the Committee developed a revised set of GLO rubrics ([24-0186](#)), ([24-0681](#)), ([24-0197](#)) ([24-0706](#)) that were presented to faculty prior to the start of the fall 2023 term. These rubrics were uploaded into the Canvas LMS system in order to allow for ease of input by all of the faculty measuring the GLOs. Results will be collected at the end of the 2023-2024 academic year and shared with faculty to compare results with previous years.
3. While the GLO data collected provided a macro viewpoint ([24-0372](#)) of the results, the faculty co-chair of the Assessment Committee proposed ([24-0679](#)) providing greater detail by breaking the data down by instructional modality such as land-based vs. online courses or those courses taught by full-time vs adjunct faculty. This data will be collected and shared in Spring 2024.

Communication is also an essential element in the culture of assessment at TSCC. Members of the Assessment Committee provide both informational sessions college-wide to faculty and staff to present data results, as well as assessment training workshops ([24-0646](#)), ([24-0295](#)), ([24-0149](#)), ([24-0130](#)), ([24-0758](#)) for both dual enrollment and main campus faculty in order to establish a baseline standard of expectations.

Applied Degree Programs

Power and Controls (Electricity) Technologies

In fall 2019, Terra State was awarded ([24-0676](#)) a \$128,400 RAPIDS capital grant to update and replace aging PLC equipment on campus. TSCC was advised by local manufacturing partners that the PLC systems being used would soon be outdated legacy systems based on industry standards. Heeding the advice of the manufacturing partners, the decision was made to update the lab with Allen Bradley Compact Logix PLC training systems.

This decision also aligned with the assessment of the PLOs ([24-0968](#)), specifically outcomes 2,3, and 4. The expansion of the lab capabilities will allow students to better meet these outcomes.

Inspired by the investment in the PLC lab ([24-0900](#)), the College's lead electrical faculty was also awarded a \$349,000 NSF Advanced Technology Education (ATE) Grant to lead the College toward a competency-based education model in all PLC related academic courses, including EET 2830 which was identified by faculty to measure PLO #1. Further curriculum changes based on these recommendations included integrating Festo Lab volt trainers in the basic electricity courses so students earn an NC3 industry certification upon completion of the coursework.

The use of the CompactLogix training workstations in the College's credit and non-credit training allow students and incumbent workers to develop and build a solid foundation of automation system knowledge. These stations allow students and incumbent workers to become familiar with a variety of automation hardware and software. These workstations are more specifically used to establish communication and control of automated and robotic equipment. Students and trainees learn basic programmable logic controller programming, drive configuration, visualization applications, and distributed control via Ethernet/IP.

Nursing

The Nursing program at TSCC has a long-standing tradition of excellence and has been responsible for training numerous nursing professionals throughout Northwest Ohio. The program has also demonstrated the ability to utilize assessment data in order to address curricular issues that have emerged.

During the 2017-2018 academic year, the Accreditation Commission for Education in Nursing (ACEN) completed a site visit to TSCC and provided a formal notification of action ([24-0169](#)) ([24-0168](#)) that included evidence of non-compliance in two specific areas- Criteria 6.1 and 6.4. Details included:

- There is a lack of evidence that the expected levels of achievement of the end-of-program student learning outcomes are consistently met
- There is a lack of evidence that there is ongoing assessment of the extent to which students attain the end-of-program student learning outcomes
- There is a lack of evidence that assessment data are consistently analyzed and used in program-making for maintenance and improvement of students' attainment of the end-of-program student learning outcomes
- There is a lack of evidence that there is ongoing assessment of the extent to which graduates of the nursing program are employed

As a result, the Nursing program coordinated with an ACEN representative in order to work with program faculty and administration and recommended ([24-0169](#)) action steps toward the aforementioned compliance items. Specifically, the representative indicated the outcome measures utilized by the program were not providing useful or accurate data. As a result, and based on the guidance of the ACEN representative, program faculty and leadership completed an extensive Systematic Plan of Evaluation ([24-0166](#)) that illustrated the data collection results, analysis and actions implemented throughout the program.

Another action step of significance was adding a dedicated academic success coach for the Nursing program. While not formally hired until a few years after the site visit, this individual has proven essential to ensure guidance to those students who demonstrate academic need.

Other areas were identified as "Needing Development," which included Standard 4.2: Ensure the course student learning outcomes/course objectives consistently progress throughout the curriculum in support of the end-of-program student learning outcomes.

Among the recommendations:

- Create a Clinical Judgment in Nursing ([24-0138](#)) course in order to better prepare students for the Next Generation NCLEX exam.

- Eliminate the Pharmacology course normally taken during the first semester of the program in order to both make room for the Clinical Judgment course as well as to integrate pharmacology in other courses and throughout the curriculum.
- Create a Complex Patient Care/Transition to RN Practice in order to provide students with practical opportunities to study patients with multiple symptoms.
- Re-evaluate the clinical experience to focus more on clinical *judgment* than totally on skills, which is more in line with current accepted practice.
- Review clinical assignments to allow for more opportunities for students to explain *why* a patient is taking a certain medication as opposed to simply listing the types of medications.
- Eliminate through curriculum redesign the nursing theorist and 2000 NLN competencies, in order to facilitate student achievement of end-of-program outcomes.

The Nursing program began implementing these recommendations during the next two-three academic years, which contributed to an increase in NCLEX passage from 83.33% in 2019 to 91.3% in 2022 as well as a 100% employment rate. In April 2020, The ACEN Board of Commissioners also granted (24-0170) “continuing accreditation to the associate nursing program with removal of conditions as the program is in compliance with all Accreditation Standards and Criteria.” The next onsite accreditation review will take place during the fall 2025 cycle.

The NUR1150 Clinical Judgment in Nursing was approved by both the Curriculum Committee (24-0851) and CASA (24-0853) during spring 2023.

The Nursing Program presented (24-0673), (24-0658), (24-0659) results of their most recent Program Review to the Board during fall 2022, and has begun creating an initial plan to develop an evening cohort model in order to help build enrollment and stabilize the revenue and expenses of the program as a result of the program review results. New tutoring and assessment processes throughout the curriculum have also helped to contribute to a fall 2022 100% pass rate on the NCLEX Licensure exam.

Further, after analysis of the Clinical Experience Evaluation (as part of the Ohio Board of Nursing Systematic Plan (24-0166) of Evaluation) faculty discovered that students “primarily rate clinicals based on skills available during clinical time.” As a result, faculty now emphasize critical thinking and critical judgment during clinical time and the importance of on-going assessment of assigned patients.

Physical Therapist Assistant (PTA)

Likewise, the PTA program at TSCC has provided high-quality medical training for several years to some of the College’s most advanced and accomplished students. The program has also demonstrated the ability to quickly recognize areas of improvement and take necessary actions based on data and accreditation standards.

For example, due to a declining licensure pass rate in 2021, PTA faculty and leadership re-examined both curriculum and assessment data in order to implement necessary changes. As a result, the program embedded an exam prep/study tool called *Base Camp - Score Builders* as part of the PTA 2902 Capstone course (24-0852). Further, the expectation of passing the Practice Exam and Assessment Tool (PEAT) at a score of 600 or greater became a requirement to pass this course. The PEAT mimics the National Physical Therapy Exam (NPTE) and a "passing" score of 600 or greater

shows an increased likelihood of success in passing the NPTE.

This course also embedded continued faculty support, structure and accountability standards to promote student success.

Essentially, providing PTA students with interactive exam/prep tools along with raising performance and accountability standards with increased staff support has generated a substantial positive result towards academic and career goals for our cohort members.

As a result, these interventions contributed to the success of the 2022 Cohort and a first time/ultimate pass rate of 100% pass rate. The updated ([24-0675](#)), ([24-0136](#)) two-year pass rate is as follows:

Year:	2021	2022	Average
Pass Rates:	66.67%	100%	83.34%

Computer Information Systems, AAS

The Computer Information Systems program is designed for students who have a preference for structure, logic, and detail. Graduates of the Computers Information Systems program learn several state-of-the-art computer languages and are exposed to program development tools, including the use of fourth-generation and web based development tools. Students are provided instruction throughout the degree program that prepares them for several industry-recognized credentials as part of the Cisco Networking Academy, such as the:

- CCNA Exam, which measures networking fundamentals, IP Services, security fundamentals, automation, and programming.

The assessment of student learning is vital throughout the curriculum in order to prepare students to take and pass these rigorous examinations.

For example, The Hands-On Skills Assessments for Cisco Network Academy require students to understand the physical work that is involved with the CCNA Certification skills. This includes working with real-life routers and switches. Recently, course instructors have determined that many of the students had struggles completing the assignments because of the amount of time they could apply themselves in the lab environment according to their assessments. As a result, instructors implemented more virtual material that would allow them to work on the content in their own time. Upon implementation, instructors found that students had a better understanding of these physical requirements which resulted, in part, in a 100% completion rate of the Final Skills Assessment administered through Cisco's Networking Academy.

Other courses such as CIT 1400 Networking I and CIT 2400 Networking II ([24-0152](#)) include projects that are used by faculty to assess student academic performance in the program. A panel of faculty review the selected projects then assess and summarize the academic performance of students at this point in the program. The results of this assessment are shared among the department faculty and used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the College's overall student academic assessment effort.

Several of these courses utilize a modular-based instructional model, which allows students to master

concepts before advancing to the next stage. The rigorous ([24-0153](#)) work conducted by the Department includes:

- Identifying student artifacts that best demonstrate and measure the level of proficiency dictated in the curriculum map
- Collecting individual student results and providing a summative score for each PLO
- Determining appropriate action steps as a result of the data analysis
- Reviewing the effectiveness of the action steps as part of the next annual review

This model of regular assessment is foundational to the future of establishing a consistent assessment process and culture across campus.

4B.3

TSCC's commitment to sound assessment practices is highlighted by the institution's participation in the HLC Assessment Academy from 2019-2023. The original project goals ([24-0297](#)), ([24-0641](#)), ([24-0642](#)) included the creation of program learning outcomes for each applied degree program on campus (as well as curriculum maps that reflected how these outcomes were measured) and developing a system of assessing co-curricular activities on campus.

Program Learning Outcomes (PLOs):

Training was provided to all applied degree program faculty and deans in the revision and creation of PLOs incorporating Blooms Taxonomy ([24-0224](#)) ([24-0756](#)). Maps were created to develop concise, measurable, and a logical sequence of skill and knowledge development with appropriate assessment activities.

During this process, faculty were asked to address two primary questions:

1. Are students learning what we need them to learn?
2. How do we prove it?

For the purpose of the Assessment Academy project ([24-0297](#)), faculty followed this multi-step process to address these questions:

- Identify PLOs as industry standard and those needed to gain initial employment
- Develop program outcome statements that reflect these standards, using Blooms Taxonomy to create a logical sequence of knowledge and skill development
- Develop a curriculum map over the next two years that realigns the PLOs where each outcome is introduced, reinforced, and measured.

To date, outcome statements and curriculum maps have been developed for each applied degree program with full-time faculty. These maps were shared with faculty and advisory committee members and stored on the campus intranet system, SharePoint.

General Learning Outcomes (GLOs):

While not part of the original Academy project, and as a result of the growth of our assessment culture, the Assessment Committee identified a need to not only create curriculum maps for applied programs, but also for the GLOs that provide the foundation of the General Education Program at

TSCC. Starting in fall 2022, the following project goals were established:

- Move GLO assessment from applied programs to General Education ([24-0969](#))
- Develop a curriculum map that aligns each of the six GLOs with the General Education courses that will provide measurement.
- Create/Revise a common set of rubrics for each GLO that can be utilized by faculty in any General Education discipline.

To date, a curriculum map ([24-0629](#)) has been developed and approved by the Assessment Committee aligning each GLO with at least one General Education course at TSCC. New rubrics ([24-0706](#)) have been approved by the Assessment Committee and were distributed to General Education faculty in fall 2023.

Co-Curricular Assessment:

This was TSCC's first attempt at co-curricular assessment. The goal was to find out how, and how much, students were using TSCC's student support services. A survey was designed and distributed to those students utilizing the Advising and Tutoring services in order to identify a baseline. One of the things the institution learned and shared ([24-0396](#)) is that there are multiple opportunities for co-curricular assessment.

One of the other goals was to compare the survey results to that of The Community College Survey of Student Engagement (CCSSE) ([24-0519](#)), a comprehensive survey tool used to benchmark student engagement from a consortium of 438 community and technical colleges nationwide (the Consortium) examining five primary categories:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Among the CCSSE results were low usage rates for Academic Tutoring:

How often have you used the following services during the current academic year?"--Peer or Tutoring

TSCC - 90.4% of respondents indicated either "Never" or "1 Time" vs. 78.5 from the Consortium with the same responses.

With only six responses from those students utilizing the TSCC Tutoring services, the response rate aligned with the usage issues identified by CCSSE. While the responses we did receive were positive, work is needed to encourage increased engagement.

The TSCC Advising survey received 67 responses, with overall communication the most indicated area of improvement. Strengths included friendliness, personal attention, and going the extra mile.

The CCSSE results yielded positive usage rates for Advising (consistently higher than that of the Consortium).

Service Improvements Based on Academic Advising Survey Results:

- Update the caseload assignments of Academic Advisors and notify students of changes through email.
- Educate students on how to find their Academic Advisor in Banner Self Service and Student Success and Engagement (SSE)
- Limit the movement of academic programs and students between advisors.
- Update the Advisor Options.
- Work with advisors to find more efficient survey distribution methods.

Service Improvements Based on Tutoring Survey Results

- Make it a priority for tutoring staff to help students identify campus resources.
- Work with tutoring staff to find more efficient survey distribution methods.

Data Sharing and Assessment Celebration:

An example of the College's expanded assessment culture occurred in spring 2023 (24-0149). Members of the Assessment Committee provided data sharing workshops to the campus community that provided an update on the GLO assessment results and data from the previous three academic years. Discussions included identifying which GLOs were yielding the highest achievement results and those where students may have underperformed initial expectations. Presenters also helped identify those GLOs with smaller results submissions. An action project for the next two years will address student performance in GLO #5.

These workshops allowed the campus community to both celebrate student success as well as reflect on the gaps that were identified as part of the assessment analysis.

HLC Mentor Feedback

TSCC graduated from the Assessment Academy in fall 2023. The two mentors assigned to the College provided positive feedback as a result of the College's participation and in response to the final Impact II Report (24-0908). The responses reflect increased faculty involvement and participation in the assessment process, the creation of a positive assessment culture, and developing a focus on student learning achievement.

Participation in the Academy has helped create a culture of assessment on campus that did not previously exist. However, the College realizes that this is only the first step in establishing the process and protocols necessary for successful assessment.

Assessment Next Steps

Some assessment next steps include closing the loop on a sustainable process of collecting data, finding meaning in the data, and making adjustments in PLOs, GLOs, and Co-Curricular Learning Objectives.

Improving co-curricular assessment remains a significant project for the institution. While work was

done to determine a baseline for usage and satisfaction rates within the tutoring and academic advising departments, further research is required to determine effectiveness and linkage to academic success.

Immediate action steps include (but are not limited to):

- Creating a co-curricular measure of student development in our student organizations with emphasis on leadership and organizational skills.
- Creating a new usage and satisfaction survey for tutoring and academic advising as comparison data from the original version distributed spring 2023
- Interviewing a sample group of students who have utilized one or both of these support services (perhaps in the format of a focus group) and collecting qualitative information on whether the guidance provided resulted in academic improvement.
- Measuring actual final grade results (from a single course) from those utilizing support services and those that did not.
- Determining a success rate benchmark from those instructors who continue to emphasize usage of these support services and those that do not.
- Creating a leadership structure that includes both an Assessment and Compliance Coordinator. Ideally, these individuals would work with multiple campus departments as the College builds a culture of both academic and co-curricular assessment.

TSCC also is committed to continue improving the Program Outcome Mapping component of the Assessment Academy Project.

Immediate actions steps include (but are not limited to):

- Ensuring that all applied degree programs (with full-time faculty) have identified an appropriate student artifact to measure each PLO.
- Providing training and norming sessions to applied degree faculty regarding use of rubrics or other similar scoring sheets.
- Providing regular professional development to faculty on assessment techniques.
- Continue sharing data results from both GLO and PLO results.

Through the process of continuous improvement and including faculty involvement, TSCC will also:

- Continue providing data results throughout the academic year as well as on the College's SharePoint site (internal data repository).
- Encourage the academic and institutional leaders of the College to continue emphasizing the importance of outcomes assessment and its relationship to the Mission, Vision and Core Values.
- Continue providing professional development to faculty and staff throughout the academic year.
- Provide additional online resources that include data results and instruction.
- Identify opportunities to celebrate positive assessment growth and success.

Summary

TSCC recognizes there is work to be done in developing the structure and mechanisms necessary for creating reliable and meaningful assessment data that can drive curricular change. While these issues are not unique to TSCC, the College recognizes the need for a stronger foundation for its

assessment efforts.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4C.1

TSCC has set several enrollment, retention, and completion goals as part of the 2022-2024 Campus Completion Plan ([24-0639](#)),([24-0139](#)). Some examples include:

- Increase full-time student retention to an “aspirational” goal of 65%

Page 1 of the most current NCES ([24-0712](#)) Data Report indicates that for those full-time students beginning at TSCC fall 2021 and returning fall 2022 as 63%. This is an increase from the retention rate reported in the 2021 Integrated Post Secondary Education Data System (IPEDS) report (56%), representing those full-time students beginning fall 2019 and returning fall 2020.

- Create a baseline of students receiving industry recognized credentials to 525 students by 2024
- Increase the number of “reverse transfer” associate's degrees awarded from two (2022) to 20 (2024)

These goals are also supported through the 2021-2024 Institutional Strategic Plan ([24-0062](#)), which includes specific metrics for increasing enrollment and overall FTE (Full Time Equivalency) such as:

- Achieve 137 FTE for the summer 2022 term
- Achieve 653 FTE for the fall 2022 term
- Achieve 562 FTE for the spring 2023 term

From a data analysis standpoint, TSCC actually failed to meet each of the following three targets ([24-0245](#)):

Actual FTE:

spring 2023 – 472.43

fall 2022 – 532.70

summer 2022 – 105.30

As a result, the College established new metric goals for the new 2024-2026 Strategic Plan ([24-0553](#)) that reflects our changing enrollment trends.

The College continues to monitor these trends both from term-to-term, as well as year-to-year retention. For example, while the fall 2022-fall 2023 retention rate ([24-0645](#)) was 40%, the spring 2023-fall 2023 rate was up to 51%. As a result, a particular focus was placed on increasing the number of College Credit Plus (CCP) (dual enrollment) students enrolling from spring to fall terms and increasing the number of student-athletes enrolling from fall to fall. Both student population groups have increased over the past three years (for example, CCP over the past three fall terms: fall 23 – 908, fall 22 – 855, fall 21 – 739), and represent a significant target group to help improve the College's overall retention rates.

As part of the 2021-2024 Institutional Strategic Plan, the College has emphasized data-informed decision making, especially regarding student success. During the 2020 academic year, TSCC transitioned to the higher education data repository software "Watermark" ([24-0637](#)), ([24-0638](#)) which provides tools and resources to assist with student advising, outcomes assessment, and course evaluations, among others. The College anticipates that these tools will enhance its data-driven decisions directed toward strengthening student success. The College will use this data in its new strategic planning process for the 2024-2026 Strategic Plan ([24-0553](#)), which includes three primary initiatives:

- Create Opportunities for Learning
- Increase Student Enrollment and Success
- Build Relationships and Support

Beginning spring 2023, TSCC began wide-spread training on Watermark to include several additional stakeholders, Advising, Institutional Research, and IT, in order to utilize all of the software's resources. Among other institutional goals, the College would like to help career and academic advisors access predictive data and real-time analytics in order to provide more effective caseload management. Providing student support ([24-0480](#)), ([24-0140](#)), ([24-0884](#)) academics, and administration with additional tools to improve the student experience meets the TSCC Mission of academic excellence and student-focused service.

Future Goals

A Strategic Enrollment Management Plan ([24-0713](#)) has been developed by the Senior Vice President for Innovation and Strategic Planning that, among other components, includes recruitment, retention and enrollment.

4C.2

TSCC utilizes several data sources to remain data-informed in the areas of student persistence, completion and retention.

IPEDS

TSCC provides annual data through the Integrated Post Secondary Education Data System (IPEDS), a system that collects data from every college, university, and technical and vocational institution that participates in the federal financial aid program.

Data included in the annual IPEDS reports ([24-0326](#)) ([24-0233](#)) provide the College with current and historical graduation and retention rates, along with student demographic profiles and subsidy eligibility, among others. This information is utilized in both enrollment management planning as well as fiscal budget projections. For example, according to the fall 2022 IPEDS Data Feedback Report ([24-0233](#)), the full-time retention rate for the fall 2020 cohort was 54% while the fall 2019 cohort was 56% for the same student classification. This trend provided the foundation of establishing both the “Acceptable” goal (58%) and “Aspirational” goal (65%) of the 2022-2024 Campus Completion Goals ([24-0639](#)), ([24-0839](#)), ([24-0139](#)).

Other data items collected include unduplicated headcounts of each of the institution’s student demographics. The example below illustrates the increase in those students under the age of 17 and participating in College Credit Plus (CCP) ([24-0839](#)), the State of Ohio based dual enrollment system. As a result of this increase the College has taken proactive steps to better address and assist this segment, including more intentional advising at the individual high schools as well as assigning a permanent advisor for just CCP students.

CCSSE

The College uses the Community College Survey of Student Engagement (CCSSE) ([24-0519](#)) to gather data about the student experience. Results indicated that while students were largely satisfied with their academic advising experience, the tutoring services were not utilized to the same degree. As a result, the College has initiated dual objectives of both increasing the usage rate of the tutoring department as well as increasing the number of students successfully completing college-level mathematics and English within their first 30 credit hours. Faculty in these courses will emphasize the importance of outside tutoring, and the College will begin tracking the success rate of those students who indicate visiting the tutoring office, including tracking how many of those students fall into high-risk categories such as first generation, adults over 25, and Pell eligibility.

SSI

Page 2 of the FY2022 Trend Analysis of State Share of Instruction (SSI) Funding Distribution Report ([24-0635](#)) shows how TSCC has progressed under Ohio’s performance funding distribution model for state share of instruction. Additional SSI resources provided by the State of Ohio include the annual SSI “true up” data workbook ([24-0636](#)), which allows institutions to analyze fiscal year distribution across all funded categories and compare performance with each statewide community college.

The State of Ohio provides subsidy in several categories that reward student completion outcomes including:

- Course Completion
- Credit Hour Completion
- College Level Mathematics and English Completion
- Degree and Certificate Completion

The completion data illustrated in this instrument assists the College in both determining current funding levels as well as projecting future allocations. As a result of the data analysis, the College has implemented advising strategies that focus on increasing the number of students completing mathematics and English courses within their first 30 credit hours as a TSCC student. Particular focus has been placed on the CCP (dual enrollment) student population, which has steadily grown over the past three fiscal years.

CCP

The College also uses internal data ([24-0674](#)) that disaggregates dual enrollment, or College Credit Plus (CCP), performance (completion) results to show enrollment, completion, and credit accumulation by student and course over multiple terms and across all CCP partner institutions. Members of the Advising Department and staff meet ([24-0393](#)) on a weekly basis to discuss these data trends and determine future action steps ([24-0702](#)), ([24-0703](#)).

For example, an analysis of Academic Year 2023 CCP students indicated a lack of students completing college-level math within their first 30 credit hours of coursework. In this case, of the 364 CCP students who earned 12+ credit hours, only 19 students successfully completed a college-level mathematics course within their first 30 hours. Both the Academic and Academic Advising Departments have utilized this data, in part, to establish new goals of increasing that success rate.

TSCC utilizes similar data sets ([24-0839](#)) to measure CCP student performance across all delivery modes, as well as to measure completion and graduation statistics by academic program.

Future Goals: The long-term vision of the College is to create an Institutional Research landing page that will include summary charts from IPEDS, HEI, and other relevant data reports, as well as interactive dashboards that reflect frequently requested data points such as enrollment, retention, and completion.

4C.3

TSCC is committed to a data-informed culture that emphasizes timely degree completion and reduces equity gaps through tracking student success at strategic points throughout their enrollment. The College has implemented several such initiatives that have improved student completion and success. These changes have contributed to an overall increase in IPEDS three-year graduation rates ([24-0233](#)) from 12% in 2012 to 26% for those students who began academic work in fall 2019.

Initiatives include:

- Establishing several transfer pathways ([24-0554](#)), allowing for multiple options for students continuing their education at a four-year institution.
- Establishing articulation agreements ([24-0952](#)) with several private, four-year institutions allowing for seamless transfer of credit hours.
- Creating a centralized advising ([24-0607](#)) structure which provided students access to all institutional advisors in a single location.

TSCC utilizes data analysis in order to implement new initiatives as well as measure success. For example, according to IPEDS, retention-rate data submitted over the past three academic years ([24-0233](#)), full-time, first-time degree-seeking were retained at the following rates:

- Fall 2019-fall 2020- 56%

- Fall 2020-fall 2021- 64%
- Fall 2021-fall 2022- 63%

This data helps support the success of the above initiatives as each was implemented during that time frame. While only one example of measurement, the College continues to emphasize their importance and invests the necessary resources into each area.

Results ([24-0519](#)) from the 2022 CCSSE Survey also highlight those areas identified as the lowest aspects of student engagement including:

- Preparation for class
- Number of papers written
- Number of books read
- Use of Academic Tutoring Services

These results also contributed to the necessity of improving the advising process and articulating to students the amount of study and work required for successful course, degree, and certificate completion.

The Academic Advising Department was assisted, in part, due to receiving a Title III grant ([24-0634](#)) in 2013 which focused on academic and career advising. As a result of this application, the College has retained professional academic advisors and success coaches that now work in one primary area on the main campus.

Co-Requisite Model

National data indicates the importance of completing college-level mathematics and English within the first year of study. TSCC implemented a co-requisite model ([24-0342](#)) for those students who initially tested into developmental math and English. The resulting courses paired a developmental course with a college-level course, and also ensured that students were enrolling in the appropriate section of college-level mathematics specifically. The two mathematics courses utilized in this model are MTH0650 Basic Math for Statistics and MTH0750 Basic Math for Pre-Calculus. As a result of this change, the College has seen an increase of students completing college-level mathematics courses from 146 in 2018-2019 to 221 in 2020-2021.

Policy Review

TSCC has reviewed all College-wide policies and procedures to better ensure student success and documentation of College operations. This process has a planned completion date of fall 2023. One of the byproducts of this review was the creation of an institutional Policy on Policies ([24-0730](#)) which outlines the process for policy and procedure approval.

Based in part to the above results from CCSSE and in attempt to improve the overall retention and graduation rates, the Advising Department created a new Student Orientation Policy ([24-0141](#)) that requires all new degree and certificate-seeking students to complete this orientation prior to finalizing the enrollment process. This initiative was piloted during the fall 2023 term and has included two seated and two virtual sessions. The College will continue to track the orientation completion rates and each cohort performs academically throughout their tenure at the College.

Future Goals:

- Continue the collaboration between Institutional Research and Advising to create an institutional data dashboard that would include information for student completion and retention overall and by academic subject area.
- Distribute State Share of Instruction (SSI) data to illustrate to Advising and Academic Leadership the value of embedding college-level math and English within the first 30 credit hours of study. Additional shared data will include success points, such as the number of students completing 12 hours, 24 hours, and 36 hours of academic credit, and those students who fall under Access categories such as racial demographics and Pell Grant eligibility.

4C.4

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and program completion align with national best practices that allow for the verification of data and accurate comparisons to other state and national post-secondary institutions.

TSCC utilizes IPEDS definitions in the determination of persistence, retention, and completion rates.

The College maintains ([24-0671](#)) an Institutional Research (IR) and Institutional Technology (IT) staff and infrastructure to support the data integrity. Currently, the IR Director is the institutional Keyholder for IPEDS and verifies all data submissions prior to locking.

Institutional research staff are also active in professional organizations, such as the Institutional Research Director who is a member of the ([24-0633](#)) Ohio Association of Institutional Research and Planning (OAIRP) as well as the Ohio Association of Community College ([24-0142](#)), ([24-0632](#)), Chief Institutional Research Officers (CIRO). Participation with organizations such as these represents one-way TSCC gains access to state and national experts and remains current with best practices in the data collection and analysis field.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

TSCC demonstrates responsibility for the quality of its educational programs, learning environments, and support services through regular assessment of student learning outcomes and program review, all of which follow approved policies and procedures set by faculty and staff committees. Outcomes Assessment is facilitated by the College faculty and follows a curriculum mapping process for Program Learning Outcomes (PLOs) that outlines where outcomes are introduced, reinforced and measured in each academic program. General Learning Outcomes (GLOs) are measured throughout the general education curriculum. Future goals include developing a curriculum mapping process for GLOs as well as refining the process for selecting student artifacts for applied degree assessment measurement. As a member of the HLC Assessment Academy, TSCC is also reviewing institutional co-curricular assessment and working to improve the overall assessment culture on campus.

The College continues to emphasize the importance of improving program completion and student retention rates through the use of data-informed metrics such as State Share of Instruction (SSI) success points and IPEDS three-year graduation rates. Driven by decisions based on this data, the College has implemented several initiatives that include creating a centralized advising system and following a national co-requisite model aimed to improve completion of developmental mathematics and English coursework. While these strategies have resulted in increased student success, the College recognizes the need for continuous improvement and has plans for further opportunities for data-sharing throughout the campus.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5A.1

While the Board of Trustees (BOT) is ultimately responsible ([24-0378](#)) for providing oversight of the institution's finances and institutional policies and procedures, shared governance is central to the College's decision-making processes and is fulfilled by utilizing faculty, administration, staff, students, and community members in a variety of functions.

Infrastructure

TSCC engages several standing committees as part of the shared governance process. Examples of staff and faculty committees include:

- *The Council for Academic and Student Affairs (CASA)* ([24-0494](#)): composed of faculty, staff and administrators from the Student and Academic Affairs divisions. Provides final approval on all academic and student affairs-related issues, policies and procedures.
- *Policy Review Committee* ([24-0230](#)): oversees and coordinates the process for developing, reviewing, and updating College policies in Academic Affairs, Campus Safety, Financial Affairs, Human Resources, Student Services and Athletics.
- *Curriculum Committee* ([24-0694](#)): provides preliminary approval to CASA on all academic issues related to the integrity of the College curriculum and its alignment with ODHE guidelines, procedures for Academic Program Review, as well as reporting requirements for the Higher Learning Commission and other relevant accreditation bodies.

The primary student committee group is *Student Government Council* ([24-0397](#)), ([24-0324](#)).

Members are elected and provide feedback and recommendations to the BOT ([24-0893](#)) as part of a standing agenda item on each BOT meeting agenda.

Minutes for committees such as CASA, Curriculum and Assessment are posted on the internal data repository, SharePoint. Minutes for the BOT are posted on SharePoint and also made available on the campus newsletter “The Shield” ([24-0739](#)).

The following examples illustrate this process, reflecting both academic and curricular changes, as well as institution-wide decision making through the COVID-19 Response Team.

Electrical Engineering Technology (EET):

This first example includes initial recommendations from program Advisory Committee members and leading to final approval from CASA) a multi-disciplinary committee representing both Academic and Student Affairs.

In spring 2020, members of the EET Advisory Committee recommended ([24-0786](#)) revamping the curriculum of several courses within the EET program. This included emphasizing an overall more holistic approach to research, learning/understanding, troubleshooting and repair, regardless of the component, process or system. Also, greater implementation of multi-meter usage and competency was echoed to measure voltage, current and continuity, especially with regard to voltage loss testing in the troubleshooting of circuits.

A proposal was presented ([24-0740](#)) to the institutional Curriculum Committee that included changes to several courses in order to reflect the recommendations made by the Advisory Council. The Curriculum Committee is composed of faculty in a variety of academic disciplines that provides preliminary approval on curriculum and assessment-related changes.

Upon granting preliminary approval, the curricular changes were presented to CASA ([24-0747](#)), which granted final approval on the proposal.

Music Technology

A more recent example includes changes made to several courses within the Music Technology program in order to update course titles and course descriptions with what the curriculum was actually covering, as these courses had evolved over several years to better align with students' interests and needs.

The proposal was presented ([24-0770](#)) to the Curriculum Committee in spring 2023 and granted preliminary approval.

The proposal was sent ([24-0775](#)) to CASA, which granted final approval in spring 2023.

COVID-19 Response Team

Beginning spring 2020, TSCC established a COVID-19 Response Team composed of faculty, staff and administration. This shared-governance team met weekly to ensure the continuity of operation and provided ([24-0772](#)) monthly updates to the BOT (via the campus president). Examples of work included faculty training to convert land-based classes to online, executing an in-person commencement ceremony, and reviewing contracts with third-party vendors to help reduce institutional expenditures.

The Response Team continued to work throughout the spring and summer to prepare (24-0773) the TSCC community for a campus reopening plan.

Further work by the Response Team included exploring grant partnerships with local school districts to assist at-risk students.

5A.2

TSCC has made a commitment, through both process and staffing, to using data to reach informed decisions across campus.

Infrastructure

TSCC has invested in infrastructure changes that provide additional resources for data collection, sharing, and implementation.

The Office of Institutional Research, Institutional Technology, and Institutional Effectiveness reorganized in 2022 (24-0671) to leverage capacity in institutional research, analytics, and decision-support campus-wide. This included designating a Chief Information Officer to oversee the office, Director of Institutional Research and a Director of Institutional Effectiveness. The primary purpose of the reorganization was to provide a centralized support system in order to respond to institutional data requests in a timely manner, design tools to assist and support research with analytics and metrics, ensure data validity, and support a culture of data-informed decision making across campus.

TSCC has also purchased software tools to provide a more systematic approach to data collection and distribution. Examples include:

- The College transitioned to (and is still currently using) Banner in 2016 as the primary data repository, which is utilized by all college departments.
- Ellucian Analytics, which provides a variety of institutional data snapshots including grade distributions, course and program performance, and student performance by generational demographics.

The Admissions and Student Advising Departments utilize *Watermark* (24-0637) in order to monitor student performance, identify high risk students, and provide faculty with an early alert system so they may provide more direct intervention for under-performing students.

The following examples illustrate data-informed decision making:

Adjunct Pay Rate Study

An example includes a survey (24-0363) of peer institutions conducted by TSCC in 2019 across the Northwest Ohio region as part of a comparison study of adjunct faculty pay rates. The purpose of the study was to determine if adjustments were necessary to the TSCC pay structure in order to help recruit and retain high-quality adjunct faculty members. The result was the creation of a revised scale (24-0906) that added a new step-increase level.

Facility Master Planning

TSCC also partnered with Poggemeyer Design Group to design a Buildings and Facility Master Plan

(24-0714) that includes renovations and improvements across campus. Several data points were considered for this plan, including cost saving measures for sustainability, student usage, and faculty and program needs. Feedback from external stakeholders such as local businesses, employers, and advisory committees was also considered.

Enrollment Management Plan

Further, TSCC provides (24-0359), (24-0745) regular Enrollment Data Reports to the BOT that include general headcounts, student demographic breakdowns, and FTE counts. Collectively, this data contributed to the achievement targets established in the most recent Enrollment Management Plan (24-0778).

COVID-19 Response

TSCC utilized data throughout the COVID-19 pandemic in order to ensure the continuity of operations at the College.

As shared with the BOT, examples included adjusting (24-0773) the operational budget based on the changes made in FTE, overall headcount changes, and reductions in state subsidy.

Further, Campus Leadership engaged in discussions (24-0772) with national and state political leaders regarding the use of traditional headcount and FTE data when determining COVID relief and state subsidy funding.

5A.3

Academic policy is first initiated at the faculty level, with faculty responsible (24-0694) for providing preliminary approval for academic requirements and standards, curriculum and instruction, and promotion and tenure as part of the shared governance model at the College. These activities are administered by the College Deans and ultimately by the Vice President for Academic Affairs (VPAA). The VPAA meets regularly with the College deans to ensure College priorities and initiatives are addressed and appropriate resources have been allocated. The TSCC president meets weekly with the TSCC Executive Leadership Team to discuss overall campus strategic planning.

The TSCC CASA oversees Student Learning Outcomes (which include general learning, program, and course level) and is the final approval body for all academic and student affairs-related issues. Council members consist of administrators, faculty and staff who review all recommendations from those committees providing preliminary approvals, which include both the Assessment and Curriculum Committees. The TSCC Assessment Committee (24-0598) also provides guidance and recommendations for the development and measurement of college-wide student learning outcomes.

The TSCC (24-0230) Policy Review Committee (PRC) is responsible for facilitating and coordinating the process for developing, reviewing, and updating College policies and procedures in Academic Affairs, Campus Safety and Security, Financial Affairs, Facilities, Marketing, Human Resources, IT, Student Affairs and Athletics. This committee is currently in the process of reviewing all campus policies and procedures in order to update content as well as transferring the content to a standardized policy and procedure template.

Policies and procedures at TSCC follow a standard review and approval process (24-0731, 24-0730, (24-0368). The Policy Review Committee (PRC) maintains a database of review dates for each institutional policy. Approximately three months prior to the established review date, the PRC will

notify the policy holder of the pending review. The PRC will make any initial changes to ensure proper formatting and then forward the policy to a preselected review team of stakeholders relevant to the policy subject. Upon approval by the PRC, Review Team, and Supervising Vice President, the policy will receive final approval by the Executive Leadership Team of the College.

New policy proposals will follow a similar approval protocol, with the PRC working with the policy holder to outline the initial draft prior to forwarding to the Review Team.

Finally, TSCC students contribute to setting academic requirements, policy and processes through regular reports to the BOT as part of the Student Government Committee. Among other initiatives to connect with students, the TSCC president visits numerous classrooms throughout the academic year ([24-0738](#)) to provide a “Townhall” format and receive direct feedback from students.

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- (24-0778) Resource - Enrollment Management Plan - 30 January 2024
- (24-0786) Resource - EET Advisory Committee Changes 2020 - 30 January 2024
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- (24-0906) Policy - Part-time Instruction Policy - 04 February

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5B.1

TSCC currently employs approximately 32 full-time faculty, 72 full-time staff, 70 part-time staff, and 174 adjunct faculty. The organizational structure ([24-0671](#)) supports several departments and divisions that are administered by a member of the Executive Leadership Team ([24-0495](#)).

The TSCC Hiring Policy ([24-0663](#)) outlines the hiring procedures for all campus employees including the president, administration and union and non-union staff and faculty. Details include the role of the Selection Committee for each positional search, those responsible for determining a recommendation, interview ([24-0755](#)), ([24-1031](#)), ([24-0424](#)), ([24-0187](#)) components (for full-time instructional staff searches) and the individual(s) responsible for the final approval and selection.

Once hired, all employees are electronically issued The Employee or Faculty Handbooks ([24-0502](#)), ([24-0728](#)) which outline several areas of interest to both new and existing employees, including the requirement of annual performance evaluations by direct supervisors, information regarding College operations, and essential policies and procedures. Individual departments may also require position-specific training as needed.

Facility Infrastructure

TSCC's physical infrastructure is sufficient to support all current and emerging educational programs.

- TSCC's main campus in Fremont, Ohio, consists of nine buildings ([24-0711](#)) that include academic space, a community center, a maintenance building, and on-campus housing for students and staff.
- TSCC has approximately 373,318 square feet of operating space ([24-0821](#)) including 30,000 square feet of offices and 18,000 square feet of classrooms.

The overarching reason for the Campus Master Plan ([24-0714](#)) is to develop a strategic roadmap to guide Terra State's future growth decisions and create strategies and objectives that will further support, promote, and implement the strategic planning initiatives as established in the Terra State

FY 2021-2024 and FY 2024-2026 Strategic Plans.

The campus master planning process identified several priorities in the areas of capital improvements and renovations.

- Building “T” - Advanced Manufacturing and Workforce Development Expansion
- Building “D” - Shell Space, Enabler
- Building “B” - Terra Student Center
- Building “A” Phase 1, Classrooms and Learning Center
- New Community Wellness Center 7. New Health and Recreation Center

Further, the Director of Facility Operations provides ([24-0708](#)) the TSCC Board of Trustees with regular reports and updates on ongoing and future facility projects, planning and renovations.

Technology Infrastructure

TSCC has a strong instructional technology infrastructure to support student learning and College operations, which is managed by the College’s Institutional Technology (IT) and Institutional Research (IR) Departments. Both departments are supervised by the Chief Information Officer. The departments consist of the following positions:

IT

- Server, Systems and Applications Administrator
- Information Technology Technician
- Information Technology Technician
- University of Toledo Liaison - Technology Support Administrator

IR

- Director of Institutional Research
- Systems Analyst
- Admissions Operations System Analyst

The Information Technology (IT) Department at TSCC provides support for classroom and teaching technologies, student computer labs, faculty and staff computers, and the extensive HelpDesk operations 24/7. TSCC partners with the University of Toledo (UT) for IT support services ([24-0362](#)) to enhance the College’s current offerings.

The College transitioned to Ellucian-Banner in 2016 as the primary data repository for all College departments. UT provided extensive training to TSCC faculty and staff during this transition and the College has been utilizing Banner exclusively across campus since that point.

TSCC has also made a substantial investment in the technology infrastructure of the institution, and the IT and IR departments have responded to the rapid growth and demand for services. Examples of their rapid response include:

- In 2022, a Director of Institutional Research was added to the department in order to provide campus-wide data analysis and support.
- During the recent response to COVID-19 and the need to transition academic and student services to remote delivery, the College:

- Distributed 65 student laptops and 98 faculty and staff laptops
- Integrated Microsoft Teams into the College's Learning Management System to provide faculty, staff and students with additional tools and training ([24-0362](#)) to engage in remote learning
- Provided both web cameras and additional monitors to faculty and staff

5B.2

The College recently created a new institutional Strategic Plan ([24-0553](#)) that will take effect 2024-2026. Goals, objectives, and action steps were developed through a thorough and comprehensive vetting process ([24-0375](#)), ([24-0961](#)), ([24-0960](#)), ([24-0957](#)) that included feedback from faculty, staff, students, Board of Trustees and Foundation Board members, and community members through both general feedback as well as a SWOT (Strengths, Weaknesses, Opportunities and Threats) ([24-0959](#)) analysis.

As part of the development process of the Strategic Plan, the College worked to ensure that the goals, objectives and actions steps were realistic based on the institutional resources and organization and aligned with the Mission. Evidence of this level of planning included the creation of an Enrollment Management Plan ([24-0713](#)), utilization of labor market research from the College's Service District ([24-0543](#), [24-0544](#), [24-0545](#)), and results from the most recent Program Review process.

Input on the new Strategic Plan was collected from a variety of stakeholders, including the TSCC faculty and staff through both in-person SWOT strategy sessions as well as a comprehensive survey ([24-0375](#)).

Financial Resources

TSCC has the necessary financial resources to support the goals incorporated into the Mission including:

- An outlook of *stable* with a B1 bond rating ([24-0387](#)) from Moody's last updated April, 2023.
- The College has strong revenue stability and diversification and receives revenue ([24-0903](#)) from a variety of sources, including but not limited to state appropriations and capital (41%) tuition and fees (20%), grants ([24-0395](#)) and contracts (22%) and auxiliary services (2%).
- Finances are independently audited each year and the College has received unqualified audit opinions ([24-0463](#)) for the past several consecutive years.
- TSCC Annual Budget is reviewed and approved ([24-0001](#)), ([24-0002](#)) by the Board of Trustees
- The Terra College Foundation (TCF) is an independent 501(c)3 non-profit organization whose sole purpose is to support the College's mission, primarily by raising philanthropic support ([24-0353](#)). The Terra College Foundation (TCF) is building a thriving culture of philanthropy that supports student learning and sustains the position of Terra State as a leader and innovator.
- The Foundation also facilitates numerous scholarship opportunities ([24-0338](#)) across the majority of degrees and programs at TSCC.

The TCF follows its investment policy ([24-0394](#)) regarding the selection and use of an asset management firm to manage its assets.

TCF recently conducted a Request for Proposal (RFP) to review its investment manager in June of

2021. As a result of that process, Huntington Bank was selected as the TCF's current investment manager and began to function as such in November 2021. The next RFP will be conducted in 2026.

Foundation Strategic Plan

Also related to the College's Mission, TCF is building a thriving culture of philanthropy that supports student learning and sustains the position of Terra State as a leader and innovator. TCF was established in 1989 as a 501(c)3 organization and today has more than 16 board of directors ([24-0894](#)) from within the TSCC service district.

TCF's mission ([24-0949](#)) is to enhance continuous learning experiences, create facilities, and expand opportunities at TSCC by cultivating partnerships and maximizing resources with fiscal integrity. TCF has more than \$6 million in net assets ([24-0353](#)) as of June 30, 2022. TCF funds, restricted and unrestricted, provide resources for the College in the form of scholarships, equipment, and program support. Over the past five years, TCF has provided an annual average of \$308,046 to support the College.

In 2022-2023, TCF began developing a strategic plan designed to align it with the College's strategic plan. To accomplish that goal, TCF aligned six key performance indicators (KPI's) and 17 target metrics with Initiative 3, "Optimize Community Collaboration," and Goal 3.1 "Secure Private Philanthropic Investments from Alumni and Friends of the College" of the College's strategic plan.

In an effort to ensure that these KPI's and target metrics are met, the TCF has developed its own standard operating procedures and strategic plan to identify annual and ongoing fundraising activities. This includes, but is not limited to, a comprehensive annual giving campaign, the annual golf outing, solicitations in support of various academic departments and programs (i.e. the semi-annual solicitation for the music program), scholarships, memorial scholarships, equipment, quarterly meetings with the retiree's group, and the partners in education event.

Alignment

Additionally, the executive director of TCF is a member of the College's leadership team, thus ensuring that TCF can respond as the College's needs arise or as priorities change. TCF will assist the College in identifying donors and potential private funding for various initiatives that arise. An example of this is the sponsorship dollars secured for the grand opening of the welding labs in April 2023. The Foundation secured full funding to cover the costs of the event and provide resources that can help sustain the welding program in future years.

Overall, TCF's total ([24-0353](#)) revenues, gains, and contributions reached an annual average of more than \$620,000 over the past five years.

Process

TCF has also introduced a new process to request funding from the Foundation through Funding Request Forms ([24-0707](#)). These forms help to ensure that funding is available, and that the expenditure is aligned with both the intent of the donated funds and an appropriate need of the College.

5B.3

TSCC has established a process and procedure for budgeting and budget monitoring.

Zero-Based Budgeting

TSCC has instituted a [\(24-0923\)](#), [\(24-0928\)](#), [\(24-0929\)](#), [\(24-0722\)](#) Zero-Based Budgeting (ZBB) process across all institutional departments beginning Fiscal 2025. This approach compels the College to consistently reevaluate its spending, ensuring that it aligns with the current and evolving priorities of the institution. This model works to ensure that financial resources are used most effectively to support its mission and strategic objectives. Expected benefits include improved cost control, efficient resource allocation, reduction of wasteful spending, alignment of spending with strategic goals, enhanced financial discipline, increased transparency and accountability, adaptability to changing environments, and better internal communication.

Each spring term (beginning January 2024), all College departments begin the process of determining all expenditure needs for the upcoming fiscal period. The College will be spending more time looking at the revenue side to ensure that expenditures align with the overall revenue projections. ZBB's comprehensive approach not only scrutinizes expenses but also places a similar emphasis on revenue, ensuring a balanced and thoroughly evaluated budget. This includes staffing, materials and supplies, professional development and travel, among others. As opposed to rolling over previous fiscal year budgets, ZBB requires departments to create budget plans based on actuals that are specific to each fiscal year. Plans will require a detailed and justifiable analysis of all proposed expenditures, ensuring that every aspect of the budget is directly tied to and supports the strategic objectives and goals for that specific fiscal year.

Department leadership submits budget proposals to the Chief Financial Officer (CFO) for initial review. The CFO meets individually with each department to review any recommended changes, and a final draft is submitted to the Executive Leadership Team, composed of the supervising institutional vice presidents. The Leadership Team reviews each proposal and provides the preliminary approval. The BOT reviews the final proposed budget during the annual finance meeting and provides [\(24-0903\)](#) the final approval of each fiscal budget.

The integration of ZBB, combined with a focus on enhancing governance structures, cultivating a culture of accountability, and prioritizing educational programs, underscores the College's dedication to operational efficiency and institutional effectiveness.

Budget Monitoring

TSCC has established structures to monitor institutional finances throughout the fiscal year. Examples include:

- Starting the 2023-2024 academic year, the College established a new finance committee [\(24-0958\)](#), [\(24-0951\)](#), [\(24-0926\)](#) within the BOT and includes the institutional CFO. This dedicated committee's role in providing oversight and guidance on financial matters ensures that financial decisions are prudent and align with the College's long-term goals. This committee meets regularly throughout the fiscal year in advance of the BOT meetings [\(24-0927\)](#), [\(24-0925\)](#), [\(24-0924\)](#).
- The CFO provides regular updates to institutional leadership teams as a standing agenda item regarding the financial standing of the College. This example [\(24-0741\)](#) includes a meeting with the deans, directors, and members of the Executive Leadership Team.
- The CFO also provides regular financial and budget updates to the BOT as part of a standing

([24-0951](#)) agenda item on each meeting agenda.

- As part of the ZBB process (and as part of regular budget monitoring), the CFO meets with each institutional department during the budget planning cycle to review budget vs. actuals and discuss challenges and any unforeseen challenges.
- Regular financial reports ([24-0673](#)) and audits ([24-0463](#)) are also utilized by the CFO and College Leadership to identify areas of strengths and weaknesses within the overall budget standing of TSCC.

Impact

As an example of the impact of TSCC's budget monitoring process, TSCC faced an operating loss ([24-0862](#)) in Fiscal 2023 which prompted the College's leadership to examine gaps and determine areas of improvement. Various departments across campus increased efforts in an attempt to improve the overall cash flow position including focusing on the contributions of tuition, fees, and federal grants. The College will evaluate the impact of these actions upon the conclusion of the Fiscal 2024 cycle and recommend any changes moving into Fiscal 2025.

Training and Professional Development

TSCC is committed to providing essential training to board members and other members of the campus leadership team, which has helped develop a more informed and engaged campus community. This step is vital for the College's success as it elevates financial expertise and oversight at the highest governance levels. Campus leaders with better training ([24-0920](#)), ([24-0921](#)), ([22-0922](#)), and a clear understanding of their roles can make more informed decisions, providing strategic direction to drive the College toward its goals.

Examples of training programs include:

- Navigating Banner ([24-0743](#)), the institutional data repository system
- ZBB ([24-0722](#)) Training Session to the Leadership Team
- Training programs ([24-0922](#)), specific to BOT members focusing on ethics ([24-0742](#)) and accountability.
- Providing regular budget communication ([24-0673](#)) to help ensure transparent decision-making processes and reinforces the College's commitment to openness and integrity.

Future Planning

As indicated in the Core Values ([24-0074](#)) of the College, TSCC continues to strive toward creating a culture of fiscal accountability, responsibility, and excellence. An example of this includes the introduction of new budgeting and financial analysis tools ([24-0722](#)), and procedures as well as providing ([24-0903](#)) additional funds towards instruction, academic support, student services, and scholarships. Other examples of future plans include:

- Enhancing metrics
- Enhancing cash flow management
- Forecasting and budget stress testing
- Ongoing training
- Enhancing reporting for the College, leadership team, and the BOT

5B.4

The following are examples of how TSCC's resource allocation ([24-0903](#)),([24-0399](#)) processes ensure educational purposes are met and/or not adversely affected:

- TSCC utilizes Canvas as the Learning Management System (LMS) for faculty, staff and students. This service is covered by an approximate annual expense of \$57,000.
- TSCC has partnered with the University of Toledo to provide overall computer and technology support across campus for all students and employees. This service ([24-0398](#)) is covered by an approximate annual expense of \$472,500.

Services include:

- Help desk operations
- Database Administration (DBA) support
- Network support
- Server support
- Application/Development support
- Management and Administration support
- Systems Programmer position
- Network Engineer position
- Business Systems Analyst position
- Servers and application hosting for Terra's Banner system

TSCC utilizes the Ellucian-Banner system to house all student and employee data. This service is covered by an approximate annual expense of \$163,771.

TSCC has also allocated an increasing amount of funding from both the general operating budget as well as capital funding towards building renovations, upgrades and repairs over the past three ([24-0997](#)), ([24-0996](#)), ([24-0995](#)) fiscal years (amounts represent an overall estimate as some projects may overlap fiscal years):

FY21

From General Operating Budget \$213,481

Total Projects Expenditure (includes Capital funding) \$458,272

FY22

From General Operating Budget \$223,620

Total Projects Expenditure (includes Capital funding) \$651,415

FY23

From General Operating Budget \$245,122.00

Total Projects Expenditure (includes Capital funding) \$1,167,149

Facilities:

The campus master planning ([24-0714](#)), ([24-0726](#)) process identified several priorities in the areas of capital improvements and renovations.

- Building “I” - Advanced Manufacturing and Workforce Development Expansion
- Building “D” - Shell Space, Enabler
- Building “B” - Terra Student Center
- Building “A” Phase 1, Classrooms and Learning Center
- New Community Wellness Center 7. New Health and Recreation Center

Progress towards the Advanced Manufacturing and Workforce Development expansion include the opening of a new CNC Lab ([24-0769](#)) as well as an expansion to the current Welding Lab ([24-0361](#)).

The College is currently making substantial upgrades to the Student Activity Center (SAC) that include installation of a new floor for the competition court as well as additional workout and weight equipment.

Further, the Director of Facility Operations provides ([24-0708](#)), ([24-0726](#)) the TSCC BOT with regular reports and updates on ongoing and future facility projects, planning and renovations.

Campus Safety and Security

TSCC has invested in providing robust Safety and Security resources for the campus community.

The Campus Safety and Security Department ([24-0733](#)) provides a safe and secure environment for all members of the Terra State community, including students, faculty, staff and campus visitors. The Office of Campus Safety supports student learning by ensuring a safe and secure environment on campus through enforcement of the policies and regulations set by the college. The Campus Safety and Security Department is located on the first floor of the Engineering Technologies Building, E104 and is staffed 24 hours per day, seven days per week throughout the year.

Reports are provided ([24-0357](#)) for the campus that outline the various incidents that have occurred at the College each fiscal year.

Campus Safety and Security has a close working relationship with the Fremont Police, the Sandusky County Sheriff Department, and the Fremont Fire Department.

Creating a safe campus environment for students, staff, faculty, and visitors is a top priority for the Campus Safety and Security Department.

Technology Resources

TSCC has made a substantial investment in the technology infrastructure of the institution, and the IT and IR departments have responded to the rapid growth and demand for services. Examples of their rapid response include:

- In 2022, a Director of Institutional Research was added to the department in order to provide campus-wide data analysis and support.
- During the recent response to COVID-19 and the need to transition academic and student services to remote delivery, the College:
 - Distributed 65 student laptops and 98 faculty and staff laptops.

- Integrated Microsoft Teams into the College's Learning Management System to provide faculty, staff and students with additional tools and training ([24-0362](#)) to engage in remote learning.
- Provided both web cameras and additional monitors to faculty and staff.

Sufficient funds are allocated ([24-0399](#)) each year to maintain and upgrade campus IT hardware and software. Requests are made through the Finance Office on an annual basis to ensure the appropriate infrastructure for the College is achieved. All technology hardware on campus is itemized in an electronic Inventory System ([24-0398](#)) that tracks type, age, and location of all IT equipment. Administration and staff monitor this system on a regular basis and make determinations on replacements and upgrades that are ultimately reported to the CFO as part of the annual budget process.

Recent upgrades include integrating a new campus-wide phone system in 2023, installing a new campus-wide printer system in 2023 and installing an IP-based fax system.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5C.1

Strategic Planning is an essential aspect of creating a systematic process of improvement at TSCC in order to meet TSCC's Mission of providing "the highest quality education and training to our students, faculty, staff and community."

TSCC has finalized a new institutional Strategic Plan ([24-0553](#)) that will run from 2024-2026. The College engaged several stakeholder groups in this process, including faculty, staff, students, and community members. As part of this process, the College conducted several SWOT (Strengths, Weaknesses, Opportunities and Threats) ([24-0959](#)), ([24-0375](#)), ([24-0961](#)), ([24-0957](#)) analysis sessions with community members, staff, and students. This information was instrumental in the development of the new Strategic Plan, which has condensed the number of strategic initiatives, objectives, and actions steps from its 2021-2024 predecessor.

Prior to the final approval and launch of the new Strategic Plan, the College collected and presented ([24-0392](#)) the final results from the 2021-2024 Plan to the internal and external stakeholders of TSCC.

Among the final results of the previous Strategic Plan were examples of fiscal allocations from the College to support the different initiatives, including a \$150,000 investment from the Terra Foundation to assist during the COVID-19 shutdown. Other examples include:

- A significant investment in IT resources including a partnership with the University of Toledo (UT) in 2016 to provide computer support for the College, an annual investment in *Banner* as the primary institutional data repository (2016), and an annual investment in *Watermark* as an additional data reporting tool.
- The creation of an Institutional Research Department in 2022, along with the creation of an Institutional Research Director position.

- An investment of approximately \$1.5M in facility upgrades and renovations, which includes a \$400,000 expansion to the current Welding Lab ([24-0361](#)).

Progress towards the Strategic Plan initiatives are monitored and reported regularly to the TSCC Leadership Team as well as a standing agenda item ([24-0250](#)), ([24-0886](#)) with the Board of Trustees (BOT).

5C.2

TSCC provides processes for assessment, program review, evaluation of operations, and planning and budgeting. New programs or initiatives, or changes to and/or expansion of existing ones, are evaluated for cost, revenue, state share of instruction impact, and are assessed against institutional priorities as outlined in the Strategic Plan.

Program Assessment Process

TSCC assesses two different types of learning outcomes--general and programmatic:

General Learning Outcomes

General Learning Outcomes (GLOs) ([24-0511](#)) were established ([24-0643](#)), ([24-0137](#)) by the institution's Assessment Committee and are monitored throughout each academic year. GLOs reflect general skills, knowledge and abilities that are embedded throughout all academic coursework in the College but are only measured in the general education curriculum. The Assessment Committee developed two additional tools to assist the data collection process: a curriculum map ([24-0629](#)), ([24-0146](#)), ([24-0186](#)) that indicates which general education courses measure specific GLOs, and rubrics ([24-0681](#)), ([24-0197](#)) ([24-0706](#)) that provide measurement standards for each outcome. GLOs are reflected in course syllabi ([24-0647](#)), ([24-0152](#)) to reinforce to both students and faculty the specific outcomes measured in each course.

Program Learning Outcomes

Each applied degree program at TSCC has established Program Learning Outcomes (PLOs) specific to their academic discipline. PLOs are often determined as a collaborative effort between faculty and Advisory Committee ([24-0158](#)) ([24-0106](#)), ([24-0048](#)), ([24-0050](#)) members in order to best reflect industry standards and needs, or as a direct requirement through outside accrediting bodies. Each applied degree program at the College has established a set of PLOs that are also reflected in a curriculum map ([24-0224](#)), ([24-0756](#)) that indicates where each outcome is Introduced, Reinforced, and Measured. Outcomes are then included on the specific course syllabi that coincide with the curriculum map.

Program Review Process

As part of the College's evaluation of operations, TSCC requires academic programs ([24-1023](#)) to participate in the program review process ([24-0498](#)) which considers components such as enrollment, assessment, student success, and Advisory Committee input. The results of these reviews have contributed to positive programmatic changes throughout the College.

New/Expanded Program Development

Prior to launching new or expanding existing initiatives or programs, the VPAA meets with the Academic Leadership and confers with the appropriate standing committees (such as the Curriculum Committee and CASA) to ensure a shared governance approach. Data such as budgetary and programmatic implications are carefully considered prior to any granted approvals.

Budget and Planning Process

The TSCC Finance Department utilizes a multiple stakeholder approach with each budgeting cycle to ensure the needs of the campus community are fully met. Deans, Directors and Faculty participate in the proposal and verification process prior to the budget presentation (24-0447) (24-0417) to the Board of Trustees. Several data points are considered, including program review results (24-0514) as well as enrollment, retention and completion for each academic and non-academic program.

5C.3

The TSCC Mission states that the College will “provide the highest quality education and training to our students, faculty, staff and community.” In order to meet this standard, the College considers the perspective of all the aforementioned stakeholder groups as part of the Strategic Planning process.

As part of the 2021-2023 Strategic Planning (24-0062) process, input (24-0454), (24-0453), (24-0429), (24-0720) was gathered from internal stakeholders, students, and more than 100 community members throughout spring 2019. The College established a committee to facilitate this planning process, the “Champions of Change” (Champions) (24-0458). The primary goal of this committee was establishing an institutional foundation that focused on student success, faculty and staff excellence, and community engagement.

The Champions consisted of Terra Faculty Association (TFA) members, Ohio Association of Public School Employees (OAPSE), American Federation of State, County, and Municipal Employees (AFSCME) local members, staff members, and college administrators. Obtaining employee participation at all phases was critical to the process.

The College also engaged several stakeholder groups during the planning process for the new 2024-2026 Strategic Plan, including faculty, staff, students, and community members. As part of this process, the College conducted several SWOT (Strengths, Weaknesses, Opportunities and Threats) (24-0959), (24-0375), (24-0961), (24-0957) analysis sessions with community members, staff, and students. This information was instrumental in the development of the new Strategic Plan, which has condensed the number of strategic initiatives, objectives, and actions steps from its 2021-2024 predecessor.

As part of a commitment to continuous improvement, every campus department contributed to the evaluation of the current plan when goals have either been reached or require revision. This information is included in the regular reports to the BOT if changes are recommended, either to the objectives themselves or the metrics utilized to measure achievement.

5C.4

The two primary sources of funding for TSCC are through tuition and state subsidy (defined in Ohio as the State Share of Instruction (SSI). The College considers current state funding formulas as well as enrollment management projections and goals as part of the overall fiscal planning process.

State Share of Instruction (SSI)

TSCC receives annual State Share of Instruction (SSI) funding from the State of Ohio to supplement the general operating of the institution. Institutions are funded (24-0962) based on a variety of student success metrics including course completion, degree and certificate completion, and outcome measures such as completion of college-level mathematics and English courses within their first 30 credit hours. TSCC regularly analyzes the performance trends from the SSI funding when determining fiscal operating budgets.

Currently, trend analysis provided by the Ohio Association of Community Colleges shows that TSCC is among the top ten (24-0898) of Ohio Community College's for funding per FTE in Course Completion and top 12 in Course Completion Access (at risk categories which include Pell eligibility, minority student status, and academic readiness, among others).

TSCC has also increased (24-0962) overall SSI allocation by approx \$129,000 from FY2023 to FY2024 with an anticipated \$6,401,048 for FY2024 and \$6,271,982 for FY2023. Further, the College's overall funding per FTE has increased from FY2023 to FY2024 (\$5,094 per FTE in 2023 vs. \$5,119 per FTE in 2024) which has prompted the College to identify student population groups that may be on the cusp of achieving these milestones in an effort to both the assist the student towards a more defined completion pathway as well as improving the overall fiscal position of the College.

Enrollment Management Planning

TSCC's (24-0713) Enrollment Management Plan (EMP) helps drive actions to identify, recruit, retain, and graduate students. Throughout, a matrixed approach is utilized to align efforts among student affairs, enrollment services, academic units, financial affairs, facilities planning, and other departments; all while endeavoring to achieve managed, increased levels of enrollment, increase student success and completion, and leverage available funding.

The current plan establishes goals and projections based on previous trend analysis and determines actions steps to fulfill each objective. For example, through the SSI analysis process, the College recognized an opportunity to increase the number of students completing college-level mathematics within their first 30 credit hours. The EMP establishes this goal (1.2.2) of improving this metric by 2% annually. Action steps include building academic plans for each degree-seeking student that includes college-level math and English within the first 30 hours of study and creating internal and external marketing plans outlining the benefits of completing this coursework early within program planning.

Other goals include increasing the total overall headcount, FTE, and credit hours awarded through Prior Learning Assessment (PLA).

Fiscal Planning

TSCC practices sound accounting and reporting of financials so decisions can be made to ensure fiscal stability. For internal reporting and budgetary purposes, the College continues to utilize fund accounting and maintains operating budgets for its general operating fund, auxiliary fund, and current restricted funds. The general operating fund budget includes all expenditures supported by unrestricted funds. The general operating fund expenditure budget includes instruction, library, general administration, general expense, plant operations, maintenance, financial aid, and public service. The auxiliary fund budget is supported with revenue generated by the bookstore, food service operations, conference fees, and special event fees. The restricted funds budget includes all

expenditures supported by specific grants and contracts. The plant funds budget is used to account for acquisition of long-lived assets for institutional purposes, the renewal of institutional properties, debt service charges, and retirement of indebtedness.

In June 2022, the BOT approved ([24-0339](#)), ([24-0336](#)) an annual budget of \$14,923,940 for fiscal year 2023. The budget included anticipated revenue of \$6,123,140 in state funding as well as \$6,622,307 in credit tuition, \$473,589 in non-credit tuition and \$1,704,904 in other sources. This represents an increase in revenue of \$870,685 from the FY2022 approved budget of \$13,480,577 which included an anticipated \$6,052,692 (an increase of \$177,636 in FY2022) in state funding and \$377,660 in other sources.

5C.5

The Colleges considers several factors as part of the overall institutional planning such as demographic analysis, financial forecasting, program review, and external best practices.

Demographics

With regard to demographic shifts, TSCC is committed to collecting climate survey and feedback data from both internal and external stakeholders in order to provide the best possible services and learning environment for students. An example ([24-0346](#)) of this includes a Student Financial Wellness survey from spring 2022 that indicated several data points from the student respondents:

- Approximately 50% of the respondents indicated an interest in financial coaching services
- Approximately 50% also indicated they have not spoken to anyone about their financial struggles
- Approximately 40% indicated signs of low or very low food security
- Approximately 40% indicated experiencing a major depressive disorder
- Approximately 58% indicated experiencing a generalized anxiety disorder

A spring 2023 ([24-0500](#)) Satisfaction Survey measuring students' experiences with Financial Aid, Admissions, and CCP Advising indicated:

- 92% of respondents indicated “Extremely Satisfied” with Financial Aid advising experience
- 100% of respondents indicated “Extremely Satisfied” with Admissions counseling experience
- 76% of respondents indicated “Extremely Satisfied” with CCP advising experience

Results from these surveys are included in regular advising planning meetings ([24-0396](#)), ([24-0393](#)) to augment or create necessary services to meet student needs.

TSCC also participates in the State of Ohio’s Changing Campus Culture Initiative ([24-0444](#)), designed to strengthen Ohio’s higher education institution's ability response to, and ultimately prevention of, sexual violence on the state’s college and university campuses. All Ohio campuses were encouraged to participate in 14 common benchmark questions associated with recommendation #1 in the Changing Campus Culture report: Use data to guide action. The purpose of the benchmark questions is to provide the Ohio Department of Higher Education (ODHE) with a common set of data to measure statewide progress in addressing prevention and response to sexual violence, and to track trends over time. Two surveys were distributed, one to students and the other to faculty.

The student survey presents TSCC data results against a cohort of approximately 60 Ohio colleges and universities and approximately 16,000 student participants. The faculty survey included a state-

wide cohort of 13 public university main campuses, 17 community colleges, 29 private institutions, and 10,733 employees from across the sampled 59 higher education institutions.

From a student perspective, TSCC's 2022 results are at or above the state cohort average. One of the areas that the survey's data has led campus leadership to consider is increasing the amount and availability of training provided for students. Additionally, a significant result from the faculty survey indicated that while over 60% of the 32 TSCC survey faculty indicated having received training, only 3% found the training useful. Campus leadership will take this finding into consideration when planning for 2023-2024 professional development sessions.

Further examples of the College collecting climate survey and feedback data from both internal and external stakeholders include an Economic Impact Study ([24-0332](#)) conducted in 2017 that provides macro-level and micro-level data concerning the College's impact on its service district. Overall, TSCC contributes approximately \$82 million in annual overall economic impact as well as appropriately 1,300 jobs.

TSCC has a three-district service area that includes Seneca, Ottawa, and Sandusky counties. The most recent demographic report: ([24-0364](#)), ([24-0544](#)), ([24-0543](#)), ([24-0545](#)) for these counties indicate percentages at, or slightly below, the state and national averages.

Financial Forecasting

Also shared with Advising and TSCC Leadership is a financial forecast model ([24-0963](#)) that allows the College to maximize the allocated State Share of Instruction (SSI) funding based on identifying an award per Full-Time Equivalent (FTE), determining an average amount earned per SSI category, and comparing ([24-0966](#)) previous SSI allocations with the other 23 Ohio Community Colleges.

For example, the College identified [24-0674](#) approximately 18 currently enrolled Dual Enrollment/CCP students due to graduate from high school in spring 2023 who were within one-to-three credit hours of achieving at least one of the SSI Success Point Milestones, which include completion of 12, 24 and 36 credit hours and completion of college-level English and mathematics within the first 30 credit hours. This information will assist TSCC advisors in developing specific academic plans for these students, as well as those students who meet the Access (at-risk) categories. The plans will allow these students to reach the Success Point Milestones and will provide more opportunities for course completions while they are still enrolled in high school and able to participate in the Ohio College Credit Plus (CCP) program. This information was shared ([24-0753](#)) during regular Leadership Team meetings. An overview of the SSI model and its correlation with enrollment, retention, and completion was also shared ([24-0393](#)) during regular Advising Department meetings.

Program Review

The review of academic programs helps ensure that faculty and leadership consider such factors as demographic shifts, curriculum viability, and employer needs when evaluating the overall program operation.

Data is collected and considered including revenue and expenditure, enrollment, relevant licensure pass rates, and accreditation requirements. Program Review results are presented to campus leadership and selected programs are presented ([24-0359](#)), ([24-0660](#)) to the TSCC BOT.

An example of action taken based on Program Review results (24-0514) include recent changes to the Nursing program.

Based on the results, and in an effort to increase enrollment within the Nursing program, TSCC applied and was awarded (24-0885) a \$200,000 grant from the Ohio Board of Nursing Nurse Education Grant Program to launch a new part-time, nights and weekend cohort.

This opportunity will allow the program to add an additional 48 students in the first year and an additional 48 students during the second year.

As well as academic program review, other key sources of data include the strategic planning process (24-0479), the Campus Master Plan (24-0714), the Campus Completion Plan (24-0639), Enrollment Management Plan (24-0713) administration of Community College Survey of Student Engagement (CCSSE) (24-0519), and regular review of course, program, and general student learning outcomes. Data and results are discussed (24-0396), (24-0393) institutionally through the committee structure and/or through the appropriate college departments. TSCC is currently in the process of exploring whether to add assessment to the Program Review process as well as exploring additional ways to align assessment with budget, operation and the planning process.

Results from both assessment and program review are also utilized to make budgetary decisions within the College that align with the Mission and Strategic Plan. An example of this process includes the recent expansion within the Power Technologies Program:

Power Technologies

In fall 2019, TSCC was awarded (24-0900) a \$128,400 RAPIDS capital grant to update and replace aging PLC equipment on campus. TSCC was advised by local manufacturing partners that the PLC systems being used would soon be outdated legacy systems based on industry standards. Heeding the advice of the manufacturing partners, the decision was made to update the lab with Allen Bradley Compact Logix PLC training systems.

Inspired by the investment in the PLC lab, the College's Lead Electrical Faculty was also awarded a \$349,000 grant to lead the College toward a competency-based education model in all PLC related academic courses. Further curriculum changes based on these recommendations included integrating Festo Lab volt trainers in the basic electricity courses, so students earn a NC3 industry certification upon completion of the coursework.

External Best Practices

Faculty, staff and administration regularly attend professional development conferences and trainings throughout each academic year. Examples (24-0475), (24-0440) include professional development opportunities for both academic (such as attending the HLC Assessment Academy Roundtable as well as Quality Matters training for online course reviewers) and non-academic training (such as student advising).

5C.6

TSCC follows a process of aligning initiatives with the Institutional Strategic Plan and measuring the impact of each action step as it pertains to campus operations and student outcomes.

During the planning process, departments were tasked with ensuring that each initiative and action

step integrated within the Strategic Plan were measurable, reasonable, and would contribute to institutional impact. Each initiative was evaluated by the Vice President for Innovation and Strategic Planning as well as the other members of the Executive Leadership Team prior to final approval.

Examples of initiatives include the analysis of state subsidy, improving student retention rates, expanding labs and facility space, and measurement of GLOs.

State Share of Instruction (SSI)

TSCC regularly reviews previous SSI allocations to identify whether the action steps outlined in the Strategic Plan or Enrollment Management Plan have resulted in increased state funding.

The College has taken considerable steps towards improving course completions across all TSCC students. For example, component 2.3.2 of the Enrollment Management Plan ([24-0713](#)) states the institutional goal of developing plans of study for each dual enrollment (CCP) student such that they earn at least 12 credit hours to maximize transferability. Action steps include creating academic plans specific to each student that will allow them to earn a minimum of 12 credit hours (which also aligns with 1.2.2 of the 2023-2026 Strategic Plan), as well as reviewing this plan with each student at least once annually.

Progress towards these action steps have been shared ([24-0753](#)) with, among other groups, the Executive Leadership Team during strategic retreats.

In part as a result of these steps, the College has received an SSI increase from each of the past Fiscal Years in the category of Course Completions.

Student Retention rates

The College prioritizes aligning data analysis and action steps with those identified in the Strategic Plan. An example includes steps taken to improve the overall retention rates of the student population.

The previous Strategic Plan ([24-0062](#)) included “Improving Student Retention” as part of Initiative #2 “Champion Student Engagement and Success”. One of the primary action steps included identifying and removing barriers to student success and completion. Throughout the duration of the Strategic Plan, steps have included the implementation of academic alerts, reviewing academic degree programs and curriculum for accuracy and relevance, and improving communication to students related to registration and financial aid (such as implementing the “All-in-One Days” ([24-0384](#)), where students can both register for courses and complete financial aid documentation on the same day).

The impact of these action steps are reflected in the IPEDS retention rate data submitted over the past three academic years ([24-0327](#)), ([24-0326](#)), ([24-0233](#)). Full-time, first-time degree-seeking were retained at the following rates:

- Fall 2019-fall 2020- 56%
- Fall 2020-fall 2021- 64%
- Fall 2021-fall 2022- 63%

Facility Improvements

TSCC has moved forward with a variety of facility improvements as a result of Advisory Committee and workforce partner recommendations. These changes have (and will) allow for additional students to enroll in these programs in order to meet the needs of the local business community. An example:

Manufacturing Technology

In 2021, TSCC was granted ([24-0769](#)), ([24-0677](#)) \$107,413 to purchase two new CNC machines to update the College's CNC lab and education. During multiple visits with manufacturing partners, including members of the program's Advisory Committee, on campus and at their facilities, the faculty and administration were advised that the program's CNC equipment was aging and the education provided was not staying current. The decision was made to purchase Haas CNC machines and integrate the Haas CNC certification into the course curriculum.

Being awarded the new equipment also made the College assess the current CNC lab space. The new machines would not fit in the existing space. Upon review of the original building architectural drawings, it was confirmed the intended CNC lab space was being used as a multiple purpose room. The decision was made to renovate the space and build a new CNC lab in its intended location in the building. College capital dollars (along with a donation from National Machinery) allowed the College to establish the National Machinery Advanced CNC Lab. In 2023, the College was awarded an additional \$110,742 in capital dollars to purchase additional CNC lathe machines. The College has been working the State of Ohio Controlling Board process and anticipates funds to be released before the end of 2023.

Assessment of Student Outcomes

In February 2023, the College Assessment Committee reviewed ([24-0449](#)) several years of GLO data that included aggregate results recorded by faculty utilizing standardized rubrics for each of the six institutional GLOs ([24-0511](#)), ([24-0899](#)).

As a result, TSCC has implemented the following:

- Created new GLO Assessment Rubrics ([24-0706](#)) piloted by faculty fall 2023
- Creation of a GLO Curriculum Map ([24-0629](#)) to align courses with specific GLOs

A report was provided ([24-0149](#)) to the campus community to share the GLO results.

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- (24-0519) Report - CCSSE 2022 Results - 29 October 2023
- (24-0543) Website - US Census Bureau Demographic Data-Seneca County 2022 - 05 November 2023
- (24-0544) Website - US Census Bureau Demographic Data-Sandusky County 2022 - 05 November 2023
- (24-0545) Website - US Census Bureau Demographic Data-Ottawa County 2022 - 05 November 2023
- (24-0553) Resource - Strategic Plan 2024-2026 - 06 November 2023
- (24-0629) Resource - GLO Curriculum Map - 24 November 2023
- (24-0639) Resource - Campus Completion Plan 2022-2024 - 17 December 2023
- (24-0643) Minutes - 11-2012 CASA Minutes - GLO Approval - 17 December 2023
- (24-0647) Syllabus - 2023 Syllabus Template ADA Compliant 11.14.23 CC Approved - 17 December 2023
- (24-0660) Presentation - PTA Program Review Board Presentation - 27 December 2023
- (24-0674) Data - CCP Completion Rates AY23 - 30 December 2023
- (24-0676) Resource - Rapids - PLC Lab - 30 December 2023
- (24-0677) Resource - Rapids - CNC Lab - 30 December 2023_Redacted
- (24-0681) Minutes - Assessment Committee Meeting Minutes 9.5.2023 (GLO Rubrics Reviewed by Assessment Committee) - 30 December 2023
- (24-0706) Resource - TSCC General Learning Outcome Rubrics (includes GLO 1-GLO 6) - 10 January 2024
- (24-0713) Resource - Enrollment Management Plan- 28 January 2024
- (24-0714) Resource - TSCC Campus Master Plan - 28 January 2024.V2
- (24-0720) Minutes - Strategic Planning Sessions Meeting Minutes 2019 - 28 January 2024
- (24-0753) Minutes - Leadership Team Minutes February 3 2023 CCP Discussion - 29 January 2024
- (24-0756) Resource - Revised RN PLO Curriculum Plan - 29 January 2024
- (24-0769) Website - TSCC Webpage- CNC Lab Grand Opening - 30 January 2024
- (24-0885) Website - Ohio Board of Nursing NEGP Award Summary 2023-2025 - 02 February 2024
- (24-0886) Minutes - Board of Trustee Meeting Minutes - January 23rd 2023 Strategic Plan Monitoring - 02 February 2024
- (24-0898) Website - OACC SSI Dashboard - 02 February 2024
- (24-0899) Report - GLO Data Results - Spring 21 to Fall 22 - 02 February 2024
- (24-0900) Website - PLC Lab Announcement - 02 February 2024
- (24-0957) Resource - Attendance - 4.19.2023 Staff-Faculty Lunch and Strategic Plan SWOT Session - 06 February 2024
- (24-0959) Resource - SWOT 2023 prioritized - 06 February 2024
- (24-0961) Presentation - Terra State Community College Community Strategic Planning Session _February 2023 - 06 February 2024
- (24-0962) Data - SSI_HLC Trend Comparison - 06 February 2024
- (24-0963) Data - SSI Supplemental Data - FY 2024 - 06 February 2024
- (24-0966) Data - SSI Performance Based Funding for Ohio Community Colleges – 2022-2023 - 06 February 2024
- (24-1023) Resource - Program Review Schedule - 21 February 2024

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

TSCC's resources, structures, and processes are sufficient to fulfill its Mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. College revenue streams include state appropriations and capital, tuition and other fees, and grants and contracts. Through a variety of data tools and resources, the College tracks student recruitment, retention and completion plans in order to predict and manage enrollment and the budget. Regular review ensures that resources are sufficient to support academic programming which includes certificate, transfer and applied degree offerings as well as programs in dual enrollment and community enrichment. The Board of Trustees and College administration provide effective leadership to support the College mission through a shared governance model that includes opportunities for internal and external stakeholder feedback through a variety of campus committees and advisory councils. TSCC remains committed to addressing future challenges through a data-informed culture and well-defined Mission, Vision and Core Values.

Sources

There are no sources.