

AQIP Category One HELPING STUDENTS LEARN

Context for Analysis (C)

1C1 Common student learning objectives

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

During the 2005-06 academic year, the general education learning outcomes were refined to closely align with general education goals set forth by the Ohio Board of Regents (OBR). The general education learning outcomes, shown in Table 1.1 below, are listed in the Terra catalog as well as on new semester syllabi as applicable. Terra’s change to semesters allowed faculty to closely examine their curriculum and to modify and update their program outcomes, which are listed in the College catalog under the Program of Study for each technology.

General Education Goals and Competencies**Table 1.1**

- | |
|--|
| <ol style="list-style-type: none"> 1. Communicate Effectively. 2. Evaluate arguments in a logical fashion. 3. Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and society. 4. Employ the methods of inquiry characteristic of natural sciences, social sciences, mathematics, and the arts and humanities. 5. Engage in our democratic society. |
|--|

Assessment results reflect what is being taught and learned in the classroom, and are used to identify needed improvements in academic programs. The assessment process is an important part of the College’s efforts to prepare graduates to enter the workplace or to continue their education.

1C2 Aligning learning with mission

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

Mission Statement and Strategic Ends**Table 1.2**

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

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

1C3 Key instructional programs and delivery methods

Terra is authorized to grant the Associate Degree in Applied Business, the Associate Degree in Applied Science, the Associate of Arts degree, the Associate of Science degree, the Associate of Technical Study degree, and the Associate of Individualized Study degree. In addition, the Associate Degree in Nursing has been added as a Terra degree for the 2006-07 academic year. Previously, the Associate of Degree in Nursing was offered in a unique collaboration with Lorain County Community College. Development of allied health programs is one of the College's strategic initiatives and, in addition to the A.D.N. degree program, a medical assisting certificate with an administrative focus, has been added to the health offerings for fall 2006.

Technology programs fall generally into three classifications: Business Technologies, Engineering and Industrial Technologies, and Public Service Technologies. In addition to these applied degrees and certificates, the College offers 28 arts and sciences degree programs. These majors have been designed with student transfer options in mind. For example, rather than a concentration in Allied Health, students may choose from four different options depending on whether they wish to pursue a bachelor's degree in medical lab tech, nursing, dietetics, or health information technologies. Students majoring in natural and biological sciences may choose between concentrations in biology, chemistry or physics. Associate of Arts students may choose a major in Psychology rather than in social and behavioral sciences.

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

more hybrid courses, those with part of the instruction delivered as distance learning and part on-campus, are being offered to provide the flexibility for students and instructors and the structured classroom environment needed for intellectual stimulation.

During the 2004-2005 academic year, six Arts and Sciences faculty took part in a statewide initiative to integrate technology into courses. During 2005-06, six additional faculty members were involved this initiative and in 2006-07, an additional two were engaged.

An AQIP Action Project, begun in 2004, focuses on distance learning with a goal to design and implement a comprehensive, distance learning system for improving distance education for both students and faculty by providing

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

This system will make use of a variety of tools and processes, such as surveys, web pages, electronic bulletin boards, mentoring, and in-house workshops.

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

Technology is used not only for the delivery of instruction at a distance but also, and primarily, to enhance instruction for students in traditional classrooms. During the 2006-07 academic year, students and faculty will have access to computer portal, which will allow opportunities for enhanced learning. All faculty have the ability to receive student course work electronically and provide feedback in the same method. Many faculty members use web-supported technology in course work through online discussions and interactive web-board meetings and group projects. Email accounts are available free to all currently enrolled students at Terra. As a result of strategic planning, a Technology Team, which includes personnel from IT, Student Services, Marketing, and Academics, has developed a Technology Plan, which is being implemented.

Wireless technology is available in two of the five academic buildings. Members of the Technology Team are assessing the implementation of wireless technology on campus.

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

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

Terra believes strongly in preparing students to live in a diverse world. Terra has chosen two general education learning outcomes which support this belief: 1) Students must demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and, and 2) Students must engage in our democratic society.

As reported to the Ohio Board of Regents for fall 2006, the diversity of the student population at Terra mirrors its service district with 9% being students of color, 86% white, and 5% unknown. However, the student population does not mirror that of the city of Fremont, which has a population that is 8% Black and 12% Hispanic/Latino. This ratio has held fairly constant over the last several years. To increase recruitment and support of students of color, the College is planning to hire a part-time advisor with primary responsibility given to this area.

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

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

- Note takers
- Extended test taking time
- Scribes
- Readers
- Sign language interpreters
- Computer software with scanning and reading programs

- Alternative test taking format and assistive technology.

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

1C5 Creating and maintaining a healthy campus climate

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

Faculty members have been very vocal in matters of institutional operations, marketing and management. Terra provides venues for the presentation of differing views at the Council for Academic and Student Affairs (CASA) meetings, Enrollment Management Council (EMC) meetings, faculty and all-employee meetings. Members of the Student Senate serve on CASA and EMC as a means to provide student representation in the discussions and actions of the councils. Faculty and employees in general express a concern that their suggestions for improving the College are not being used although the perception has improved over the last two years. On the 2002 Noel-Levitz Campus Quality survey, there was a 2-point gap between *how well the College uses employee ideas for improvement* and *how employees feel the College should use employee ideas for improvement*. This was one of the largest performance gaps identified on that survey. Addressing that concern is an opportunity for improving the campus culture, and the 2004 results of the same survey indicated that while there is still room for improvement, progress has been made.

In 2006, overall 54% of all Terra full-time faculty members were satisfied or very satisfied (down from 69% in 2004 but up from 50% satisfaction in 2002) with their employment at Terra. Refer to 5R1 for additional results related to faculty and staff satisfaction as evidenced by the Campus Quality Survey.

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

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

Processes (P)**1P1 Determining common student learning goals**

Learning outcomes for general education are assessed for all students, regardless of program of study. These outcomes, originally determined by faculty in the mid-90's, have been revised to align with those required by the state for courses in the Transfer Module. The general education learning outcomes are assessed in specific courses as well as through the use of ACT's Collegiate Assessment of Academic Proficiency (CAAP) and an e-portfolio.

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

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

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

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

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

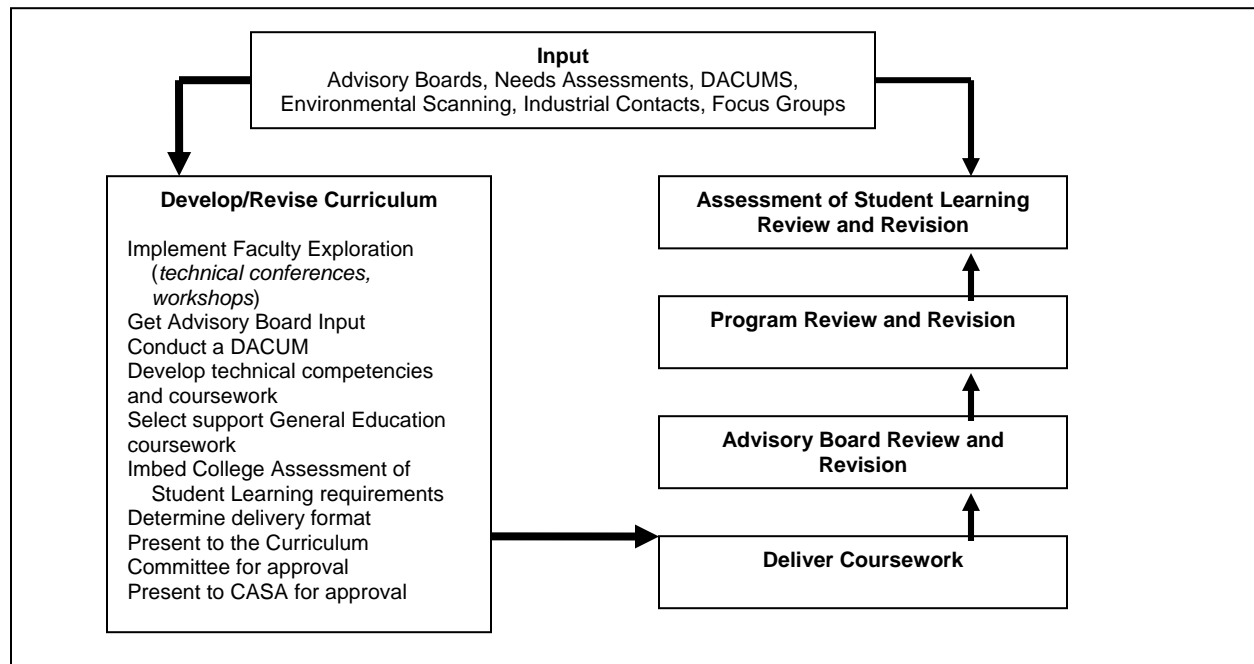
In addition, faculty use the assessment process to monitor and improve the delivery of each program. Faculty and academic administrators are continuously revising curriculum to better meet the needs of students and employers. To insure that a student's educational, developmental, and well-being needs are met, Terra has an on-going curriculum development/revision process in place. Because of semester conversion, all program and course curricula have been scrutinized. Some courses have been combined while others have been eliminated.

1P2 Design of new courses and programs

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

Design Processes for Credit Programming

Figure 1.1



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

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

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

As a result of the conversion to semesters in August of 2006, faculty, for the most part, modified existing courses. When new courses were created, the development and approval of those courses followed the established new course approval process.

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

1P3 Required student preparation

A student's success in any curriculum is seriously jeopardized when the student is deficient in basic mathematics and communications skills. Consequently, all new students are given the ACT COMPASS® placement test prior to the scheduling of any courses and enrolled in appropriate remedial courses when necessary through the Center for Learning Achievement (CLA). The center offers basic academic skill enhancement in mathematics, reading, and writing. CLA classes are individualized. ACT scores may be used in place of COMPASS scores.

Many types of teaching techniques, including multimedia programs, modular exercises, computer-assisted instruction, lectures and the Internet are used. These courses develop basic college skills designed to help students prepare for advanced college work and help students build self-confidence. CLA courses provide an excellent transition for the under-prepared student, the older student coming back to school, and the student who wants to take refresher courses.

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

Faculty have established pre- and/or co-requisites in many courses to enhance student success. Each semester course has been thoroughly examined to ensure that the pre- and co-requisite courses have been established.

In the fall of 2004, The English department added *ENG1020, Basic College English* to the course inventory. This course is an intensive introductory college writing course meeting 5 hours per week in comparison to the 3-hour commitment of the traditional beginning composition course.

Students scoring between 60 and 69 on the writing portion of the COMPASS test enroll in this course to receive significant in-class writing instruction.

In fall 2006, the College required all new degree-seeking students to enroll in *GEN 1000, Orientation*, which can be viewed at <http://www.terra.edu/academics/distance/GEN1000/home.asp>. Topics include the use of the student portal, assessment of student learning through the use of the e-portfolio; a cultural diversity writing assignment, knowing the library, student resources available on the campus, academic planning, study skills, and career services. An additional module, designed to help students succeed in distance learning courses, will be added in spring 2007. This module is currently required of all students who are new to distance learning. Seventeen sections of *GEN 1000* were offered in the 2006 fall semester.

1P4 Communicating expectations to students

Students can find information regarding student preparation and student learning objectives in the College catalog (both online and in paper). They may view curricula for all of the degree programs as well as for certificate programs at <http://www.terra.edu/register/collegecat.asp> and view curriculum sheets and program fliers for various degree programs by clicking on the appropriate degree and then clicking on the program. In addition, learning objectives are listed on syllabi, which are available in the division offices, for all courses. The College is in the process of putting all semester syllabi online.

The assessment plan for each technical program includes those general, as well as program learning outcomes, which are listed on course syllabi. Faculty engage students in this assessment process by telling them, in specific courses, which assessments are part of the assessment plan and what competencies are being measured. Additional information related to Terra's assessment efforts may be found at <http://www.terra.edu/about/assessment.asp>

The Office of Enrollment Services works closely with the academic programs to ensure that advisors are aware of and can inform students regarding the academic preparedness required for specific courses and programs. During the 2005-06 academic year, students were asked to meet with an advisor to create a Transition Plan, a document signed by both the student and the advisor that lists the combination of semester and quarter courses required for the student to graduate. Information about the semester conversion process may be found at <http://www.terra.edu/about/helpfulinks/SemesterConversion.asp>. Advising notebooks have been created for each full-time faculty member, as well as other advisors, to aid them in their academic advising.

1P5 Advising and Placement

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

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

As described in 1P3, Terra requires a placement examination for all new students and provides appropriate remedial courses when necessary through the Center for Learning Achievement (CLA). The center offers basic academic skill enhancement in mathematics, reading, and writing. CLA classes are individualized.

1P6 Documenting teaching and learning effectiveness

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

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

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

Learning outcomes have been developed for all AA & AS concentrations and a capstone course, "Leading by the Humanities," has been developed for these degrees and offered for the first time during the spring of 2005. The general education learning outcomes are listed in the Terra catalog so that all students are aware of these goals. All of the new semester syllabi list the applicable general education goal or goals which are assessed in each individual course. Each student graduating under the semester system will have an e-portfolio for assessment purposes. Students will be able to access their e-portfolio through their student portal. During the spring 2006 term, three faculty piloted the CAAP assessment, which will be required of all degree seeking students beginning in 2007.

Students have the opportunity to evaluate the teaching and learning that occurs in traditional classes each term. One half of all classes are evaluated each term so that every teacher is evaluated by students during one term of the year. Students enrolled in distance courses evaluate the instruction each term. Also, all nursing classes will be evaluated each term. Distance students are sent a letter directing them to the website at <http://www.terra.edu/academics/distance/dllevaluation.asp> to complete an online evaluation. After reviewing student evaluations, faculty completes a self-evaluation, which can be viewed at <http://www.terra.edu/academics/distance//facultyselfevalform.asp>.

1P7 Instructional delivery processes

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

The College also offers a variety of distance learning courses through the use of interactive video, the Internet, videos, and print materials. Some general studies courses are broadcast via interactive video to area high schools. In fall 2004, Terra implemented a collaboration with Lorain County Community College (LCCC) to offer a Phlebotomy Certificate. The students complete the support courses through Terra and the technical courses through LCCC, delivered via interactive video.

In addition, hybrid courses are offered at Terra, which meet the needs of students with busy work schedules. These courses meet for approximately one-half of the course time on campus; the remainder of the course is delivered via the Internet or some other distance format. The College has seen a significant increase in the number of hybrid offerings for the 2005-06 academic year. Internet courses can be accessed at <http://www.terra.edu/academics/distance/fall06vl.asp>.

1P8 Curricular currency and effectiveness

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

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

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

Annually, program enrollment numbers and fiscal health are reviewed. In the 2005-2006 academic year, two programs were identified as having issues both in enrollment and fiscal stability. Faculty in those programs met with the dean, the Vice President of Academic and Student Affairs, and the Vice President of Finance Administration to discuss the programs future and ways to enhance enrollment. In spring semester 2007, both programs will be reviewed again to determine progress.

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

Environmental scanning has played a role in changing curriculum at Terra. The Director of Institutional Research now leads environmental scanning. Information collected during fiscal year 2005 found trends in such areas as national employment and technology in education, which impact curricula changes. As part of the scanning process, roundtables with Business and Industry are used to provide faculty with an opportunity to exchange information and ideas with employers and their technicians on training and program needs. Terra's strategic plan includes developing new programs based upon the latest technology and the skills required by workers in the field. Therefore, Terra believes that it is essential to maintain on-going communications with employers and technicians.

1P9 Determining student and faculty support needs

A variety of methods are implemented to gain the input of students related to their general and special needs and expectations. Three councils, CASA, EMC, the Administrative Council, and the strategic planning teams drive the decision-making efforts for the College. A student sits on CASA and provides input as the councils address current issues and projects. Commonly, the student member is asked to gather additional input from his/her peers regarding issues and share this information with the council for further discussion.

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

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

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

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

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

Students continually identify skills and confidence in mathematics as a support need. In response to this need, the College has a walk-in Math Lab that shares space with the Writing Center. Both are located in a prominent place on campus to be more readily accessed by students and are staffed by faculty members interested in providing individual tutoring.

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

In fall, 2005, the College implemented SMARTHINKING online tutoring to provide students with 24/7 tutoring in a variety of topics such as English, economics, science, and mathematics. Mathematics students in beginning and intermediate algebra also have access to the online MyMathLab free of charge. MyMathLab has 24/7 tutoring, allows students to take practice tests and quizzes on various mathematics topics, and makes available topical instructional videos. Because not all Terra students have high speed Internet access, Terra received permission to copy these videos and have them available to the student on CDs.

Departments and councils identify training and development needs. Faculty also identifies education and training through the evaluation process when growth and improvement goals are established with their supervisors. In addition, faculty is surveyed on a regular basis regarding instructional support needs, which are generally met through professional development activities. Summer institutes are offered on various teaching, learning, and technology topics for faculty to enhance their skills and share their techniques.

Participation in AQIP has led to an enhanced delivery of professional development activities. One of the College's first goals related to *Helping Students Learn*. That goal was to enhance teaching and learning for all full-time and adjunct faculty through a variety of professional

development and mentoring programs. To support this goal, the Summer Institute was developed to provide opportunities for faculty to share expertise related to both pedagogy and instructional technology with other faculty. Later, a Winter Institute was added. These institutes have been extremely well received by faculty who suggest topics and participate as learners and facilitators.

1P10 Alignment of curricular and co-curricular goals

CASA is the governing body that charters teams to address specific curricular and co-curricular needs, acts on team recommendations, and reviews and approves course and curricular changes. The instructional and student development divisions are well represented on CASA. The representation of the student affairs personnel on CASA provides a vehicle for student development views to be conveyed in curricular and instructional decision-making.

The alignment of curricular and co-curricular goals is reinforced by the inclusion of faculty members on student affairs teams (such as new student testing and orientation, advising, career services). The formation of a work team includes a “who’s not here session” to determine stakeholders that need to be represented.

1P11 Student Assessment Processes

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

1P12 Student preparation for further study or employment

Terra offers capstone courses in most all technologies, which provide a synthesis of all previous coursework in the degree. The faculty member can then judge the student’s ability to apply the knowledge and skills learned through his/her coursework.

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

Several of Terra’s technical majors prepare students for certification or licensure tests. The passage rate of our students shows that our students are well prepared to enter their chosen field.

On a cyclical basis, employers of Terra graduates and the graduates themselves are surveyed during the program review process to determine how well their education prepared them for employment.

Once students transfer to a four-year institution, their activities are monitored and their success rate is examined. Terra students are as successful as students who began their college career at a four-year institution. The Performance Report published by the Ohio Board of Regents in each of the last four years, documents the performance of students at four-year institutions who have transferred from two-year institutions. The documentation can be viewed at <http://www.regents.state.oh.us/perfrpt/>. Data is available from 2001 through 2005. The data is also validated by information Terra receives regarding students who transfer to the University of Toledo.

Panels of faculty and administrators from across the state, under the direction of the Articulation and Transfer Advisory Council, have developed Transfer Assurance Guides (TAG) and Technical Transfer Cores (TTC) for the various disciplines. The development of the TAGs and TTCs are part of the implementation of the Articulation and Transfer Advisory Council's recommendations and are responsive to the state's legislature requirements regarding transfer of credit. The TAGs and the TTCs are intended to serve as advising guides for students and will function as a guarantee of course transfer and application to degree requirements among public colleges and universities. The TAGs and TTCs are extensions of the state-wide Transfer Module, which includes the general education courses of the public colleges and universities. Terra's Associate of Arts and Associate of Science concentrations include Transfer Module and TAG courses. With the recent conversion to semesters, Terra is re-submitting its Transfer Module in fall 2006 to the state for approval.

1P13 Measures of student performance

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

Measures of student performance include:

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

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

Results (R)**1R1 Results for common student learning objectiveness**

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

In assessing student learning and student success, the College looks to many indicators. Persistence to graduation would appear to be a good indicator of student learning and definitely of student success. According to the 2005 OBR Performance Report (<http://www.regents.state.oh.us/perfrpt/index.html>), Terra is performing better than other two-year institutions in terms of persistence to graduation. Of the full-time freshmen who began study in 1999 at Terra, 24% graduated from the institution and 25% graduated from some state institution. Statewide the percentage of full-time freshmen that began study in 1999 varies from 7% to 27%, indicating that Terra is doing an excellent job of not only educating students but also in helping them to attain an associate degree.

The 2003 to 2004 persistence of first-time, full-time, degree-seeking students was 58% for students continuing at Terra and 64% for students continuing at any institution. Terra's persistence rate is average when compared to other two-year institutions at both the state and the national level. Statewide persistence rates at community colleges, state community colleges, and technical colleges ranged from 52% to 77%.

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

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

In terms of salary, first-year full-time earnings for associate degree recipients in Ohio averaged \$36,058 for Spring 2004 graduates. A review of annual earnings for Spring 2000 graduates who were employed fulltime in Ohio during Fall 2000 indicates a 34% change, or an increase from \$30,941 to \$43,316 five years later.

**Employment and Earnings Trend for Sp '00 Associate Degree Graduates
Who Began Working FT Within 6 Mos of Graduation Table Table 1.3**

SUBJECT AREAS	# EMPLOYED 2000	# EMPLOYED 2005	AVG. EARNINGS YEAR 1	AVG. EARNINGS YEAR 5	% CHANGE
Health	1,726	1,458	\$32,059	\$43,017	40%
Business	994	796	\$29,266	\$45,662	32%
Engineering	649	556	\$34,514	\$48,222	37%
Arts & Humanities	421	291	\$29,127	\$38,889	40%
Total Assoc. Degrees	4,673	3,775	\$30,941	\$43,316	34%

Performance Report for Ohio's Colleges and Universities, 2005

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

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

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

The employment and further schooling outcomes of Terra graduates is excellent in comparison with other two-year colleges in the state of Ohio. Data from the OBR for 1999-2004 graduates shows that 91% of Terra graduates found employment in Ohio or were continuing their education within 6 months of graduation. The range for other two-year colleges is 71% to 92%.

Approximately 78% of all higher education graduates (two and four-year institutions) from 1999-2004 remained in Ohio for employment or further education. The rate for Terra was higher than the state average, with 91% of Terra graduates from 1999-2004 employed or attending college six months after graduation. These statistics place Terra near the top of Ohio community colleges in ranking for employment and/or college retention following graduation.

The Ohio Board of Regents also collects data on the average years to degree completion for graduates earning associate degrees. Terra's graduates average 4 years to completion. The range for other two-year colleges is 2.8 to 6 years.

With the revision of curriculum for semester conversion, every applied degree program introduced a capstone or similar course into program requirements. These courses require students to complete a project that simulates actual production activity and that requires the students to comprehensively use their acquired skills and knowledge. Students utilize business and industry contacts for consultation in the course.

Feedback from local business and industry is vital for determining if Terra graduates possess the desired knowledge and skills for successful employment. This feedback is gathered through the use of advisory boards that meet annually, at a minimum, for each instructional program and

through DACUM meetings periodically to consider curricular and programmatic updates. These opportunities for faculty and administrators to gather information from the employers of Terra graduates are very valuable. These focus groups provide candid opinions about how the programs prepare graduates for the job market.

- The results of the surveys of employers and graduates show that, for the most part, both employers and graduates are satisfied with the level of education of Terra's graduates. According to the 2004 OBR *Performance Report* the "graduates who were most likely to be employed in-state were associate degree graduates." Ninety-one percent of Terra's graduates from 1999-2004 were either employed or continuing their education, according to this same report. (<http://www.regents.state.oh.us/perfrpt/2005index.html>)
- Ninety percent of the students completing the Early Childhood Education degree are licensed for working at centers.

1R3 Results for processes associated with Helping Students Learn

One of the most significant results associated with *Helping Students to Learn* has been the College's conversion to semesters from quarters in fall 2006. A strategic initiative driven by input of the various stakeholders, this conversion engaged faculty and academic administrators in an "overhaul" of curriculum.

Another strategic initiative grew out of the results of environmental scanning, which pointed to the need for allied health programs. The College's efforts have been very aggressive as reflected by the development of two new degree programs, three certificate programs, and several non-credit trainings since 2003. In fall 2004, a medical coding certificate and a phlebotomy certificate (in collaboration with LCCC) were added to the curricula. In addition, the Kern Center began offering Basic Life Support for Healthcare Providers, HeartSaver First Aid and CPR. Pharmacy Technology and STNA training. In the fall of 2005, a degree in Health Information Technology was offered for the first time. In the fall of 2006, a medical assisting certificate was added along with an Associate Degree in Nursing.

The College has also signed two significant articulation agreements: a bachelor completion in Engineering Technology with Miami University and a bachelor completion in education with Lourdes College. Both are offered on Terra's campus and, with the two existing bachelor completion programs on Terra's courses enhance the opportunity for residents of our service district to complete four-year degrees.

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

Terra has added two education courses to its repertoire: EDU 1010, Introduction to Educational Technology and EDU 1020 Introduction to Education. It has renamed two existing courses to align with the TAGs: EDU 1100, Educational Psychology (previously a psychology course) and EDU 1320, Children with Exceptionalities (previously an early children education course.) In the fall of 2006, Foundations of Education was offered at Terra for the first time. Terra plans to

offer these four classes as both traditional and online courses. While Terra has not traditionally been known as a college attended by pre-service teachers, the College hopes to change this in the upcoming years.

Articulation agreements have been created with area institutions. Terra students can transfer specified courses to Owens Community College and pursue a Dietetic Technician Degree or to BGSU Firelands and pursue a 1+1 Respiratory Care degree with BGSU Firelands. A Medical Laboratory Technician/Laboratory Science Degree is planned for the fall of 2007. Other potential degree programs are being considered including surgical technology, occupational therapy technology, vet tech, gerontology, physical therapy technology, and radiology. Grants are being sought to provide funding for additional allied health programs. Terra is pursuing partnerships with other educational institutions to further expand allied health options.

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

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

The College recognizes the need to increase its distance offerings and has listed “expand/improve on-line instruction” as part of its strategic plan under Access and Opportunity. A decline in the number of high school students who have received instruction through interactive television in the last three years has been balanced by an increase in the number of students enrolled in online and hybrid courses. In addition, the number of non-credit courses offered through the Kern Center has increased.

Terra continues to offer classes via interactive video. *College Composition I, College Composition II, College Algebra, Calculus I, Calculus II, Calculus III, Introduction to Sociology,* and *General Psychology* have been offered the last several years. In addition, the Kern Center has found a new market for interactive video and offers many classes to General Mills employees across the country. During the 2005-06 year, 80 non-credit sessions were scheduled and 57 sessions were held. During the 2006-07 year, 100 non-credit sessions have been scheduled. In 2005-06, the number of students enrolled in credit distance classes increased by 45% over the previous year. This was due to the large number of students enrolled in hybrid courses (26 sections of hybrid courses were offered in 2004-05 and 53 hybrid courses were offered in 2005-06.)

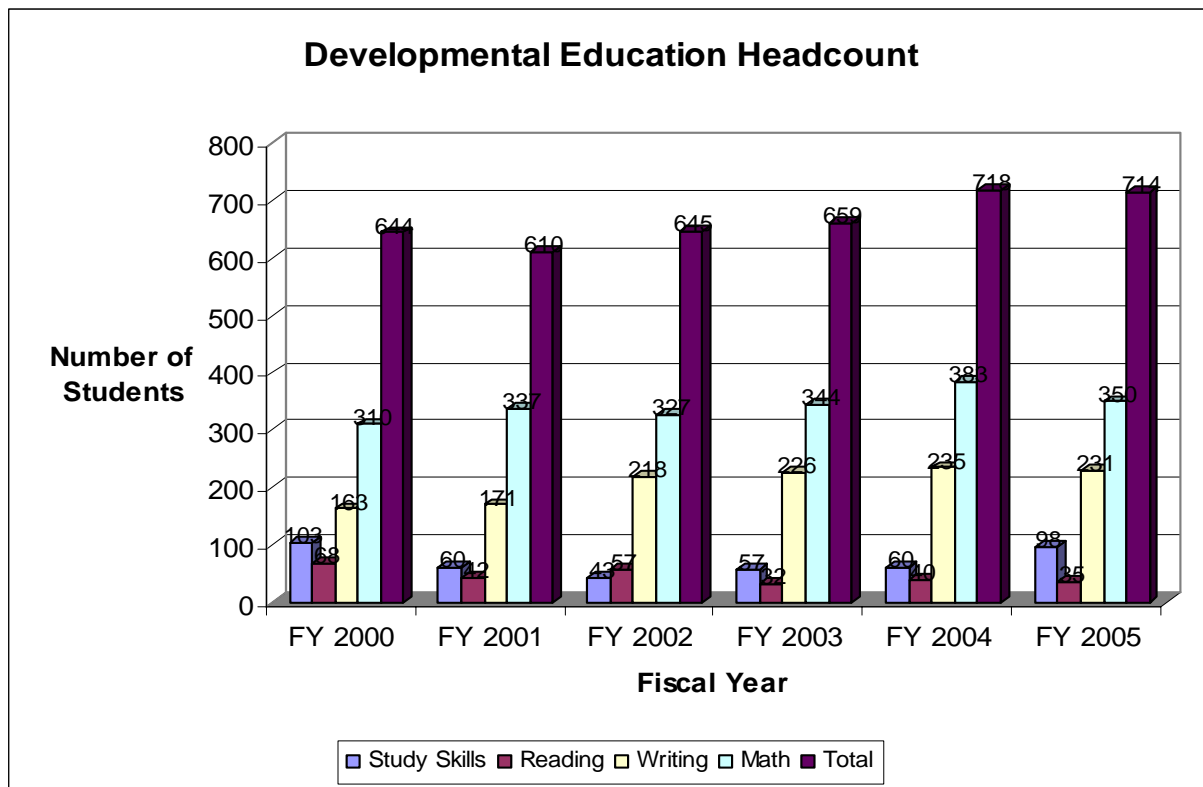
Library holdings continue to increase. In 2005-06, 1011 book volumes, 965 book titles, 277 sound recordings, and 69 video/DVDs were added to the library collection. The 2003-03 year was a banner year for circulation of materials, which increased to 11,218. Circulation declined in 2005-2006 to 8,851. Interlibrary loans received from other libraries in 2005-2006 were 1,159—consistent with the last five years. Interlibrary loans to other libraries in 2005-2006 were 1,492, considerably lower than the peak year of 2001-2002 when 2,927 items were loaned. In recent years, students have relied on the Internet for many of their research needs.

Through the Center for Learning Achievement, the Writing Center, and the Math Lab, students are able to receive the help that they need to be successful. Figure 1.2 shows that the number of students enrolling in CLA classes has increased from 644 students in 1999-2000 to 714 students in 2004-2005, while the total number of classes offered annually has remained relatively stable. See Figure 1.2.

The Math Lab has increased the hours of coverage during the last few academic years and that increase is reflected in the number of students served as seen in Figure 1.3. During the 2003-04 academic year, there were 350 visits to the Math lab this increased to over 425 visits during the 2005-06 academic year. As demonstrated by Figure 1.4, the Writing Center served over 750 students in 2005-2006—down slightly from the number served in 2004-05.

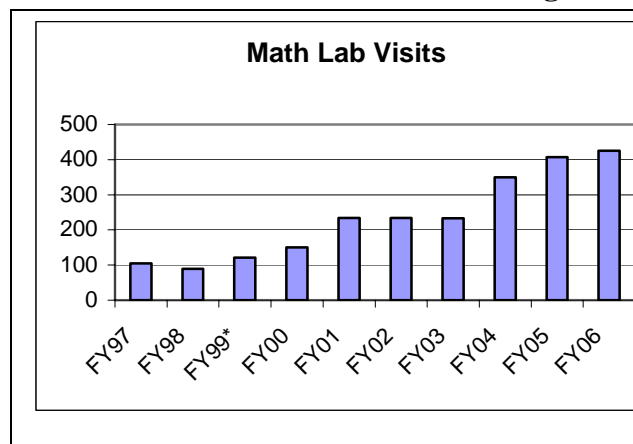
CLA Duplicated Headcount

Figure 1.2



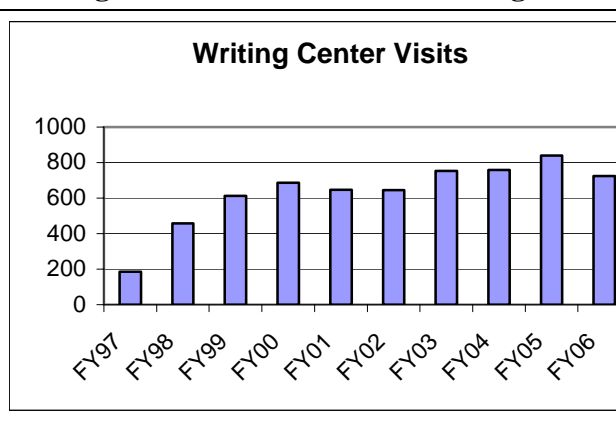
Math Lab Visits

Fig. 1.3



Writing Center Visits

Fig. 1.4



In fall, 2005, SMARTHINKING online tutoring became available for all students. Students received tutoring in a variety of topics. During its first year, there were 280 registered users using a total of 378 and one half hours of instruction.

Students who are enrolled in distance courses have an opportunity to evaluate their course(s). The College has collected data from the on-line evaluation form for students and is in the midst of modifying the form so that the data collected is immediately placed into a database. For the most part, students are satisfied with their distance learning experience. Data collection is slow because many students choose not to complete the evaluation. Sixty-eight students completed the online evaluation form for distance learning courses last year; 28 students completed the evaluation form for the online orientation for students wishing to take a distance course. The evaluation form for the online orientation became available midway through the winter quarter and all of spring and summer.

Much was accomplished in the past few years on the Action Project designed to enhance the assessment of general education learning outcomes. Specific accomplishments follow:

- The general education learning outcomes were modified to align with the general education learning outcomes required by the state for inclusion in transfer module courses. The general education learning outcomes were reviewed at the fall general faculty meeting, at division meetings during fall quarter, and finalized at the end of fall term general faculty meeting. These outcomes are available at <http://www.terra.edu/about/assessment.asp>.
- The programming and necessary technical preparation for implementation of e-portfolio and integration with new administrative software was completed for fall semester 2006.
 - The e-portfolio process was completed and ready for implementation by fall semester 2006. Students in *GEN 1000, Orientation*; *HUM 2010, Introduction to Humanities*; and *HUM 2900, Leading by the Humanities*, and all capstone courses will be required to upload assignments into their e-portfolios for assessment of writing skills and understanding of cultural diversity.
 - Faculty received training for the e-portfolio process at the fall 2006 general faculty meeting.

- CAAP was piloted as an assessment tool in spring quarter 2006 (writing and cultural diversity).
- The curriculum for the orientation course was finalized as a distance learning course. *GEN 1000, Orientation* is being offered in fall semester 2006 as an online course and in a traditional classroom setting. The online course may be viewed at <http://www.terra.edu/academics/distance/gen1000/home.asp> This course is required of 100% of entering students who plan to pursue a degree.

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

Improvement (I)

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

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

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

1I2 Setting targets for improvement

As the result of strategic planning efforts, strategic initiatives have been identified and are currently being addressed by a variety of implementation teams (See 8P1). The College's revised one-page strategic plan, which addresses six strategic ends, was presented to all employees during the annual convocation in August 2006. This document lists the current initiatives, completed initiatives, tabled initiatives, and future initiatives allowing employees to see what has been accomplished during the past year. The plan is available at <http://www.terra.edu/about/mission.asp>.

Ongoing initiatives that relate to student learning include developing new programs, expanding/improving online instruction, responding to diversity changes, and increasing certificates and credentialing. Completed initiatives in 2005-06 include converting to semesters, revising course scheduling, and expanding work experiences.

During the upcoming academic year, the faculty will continue to work on full implementation of assessment. The analysis of data will receive particular attention. The Assessment Committee has developed a form that applied degree faculty use to record findings related to data. Each term, the Vice President of Student and Academic Affairs emails the form to faculty. Faculty complete the form and return it to the Vice President. Feedback is presented to four key constituencies: students, faculty, departments, and the community. Trend data, compiled by the Office of Institutional Research is emailed to appropriate faculty. Data gathered through program and institutional assessment is used in program review. An annual report on assessment of student learning is prepared for the College community, presented to the Board of Trustees, and available at <http://www.terra.edu/about/assessment/results.asp>.

In an effort to ensure that Terra's assessment plan is faculty-driven, two faculty co-chairs have been appointed for 2006-2007 to provide leadership in the assessment of student learning. One faculty member is from an applied degree program and the other from an arts and science discipline.

The College will actively participate in Northwest Ohio Regional Workshops on Student Success Plans. The Ohio Board of Regents, sponsors of the workshops, will ask each state institution of higher education to develop and implement its own Student Success Plan, which will allow the individual strengths of each institution to remain intact while all of Ohio's schools are linked by their commonalities.

The regional workshops will provide an opportunity to examine some institutional accountability plans and to discuss ways to leverage the different missions and strengths of Ohio's colleges and universities in expanding access to information about student learning expectations. An expected benefit from the regional workshops is the ability to share with the Ohio General Assembly—at the time of the budget hearings for the next biennial budget in spring 2007—the results of these workshops in the form of Student Success Plans for each Ohio public institution.