

AQIP Category Two ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Context for Analysis (C)

2C1 Other institutional objectives

While Terra focuses primarily on providing instructional opportunities for students through degree and certificate programs, the College's overall mission is much broader. Access and Opportunity for students and Student Success are strategic ends related to the College's instructional programs. Two other strategic ends, Building Community Relationships and Life Long Learning, support the mission of the Kern Center for Community and Industrial Development. To best serve the college community and the community as a whole the Kern Center provides for the mental, physical, economic, industrial and business needs of our constituents regardless of age, race or gender.

Terra has provided workforce training for over thirty-five years and community development as a part of the College's overall mission for fifteen years. The College has helped to develop an effective and forward-thinking workforce and community development system that stresses local collaboration and accountability within the service district. The College strives to provide opportunities and assistance outside the realm of academics for all of its constituents.

The explicit objectives that complement our instructional programs and examples of each are as follows:

1. *Workforce development*—contract training, open enrollment, truck driving academy, apprenticeship programs, State Tested Nurses Aid (STNA) training
2. *Lifelong learning*—KidsCollege, ElderCollege, Motorcycle Ohio
3. *Employment and business services* – Ohio Small Business Development Center (SBDC), Job Stores, fiscal agent for Sandusky County Economic Development Corporation
4. *Community service*—County-wide business Expo and chamber of commerce events, Local Work Force Investment Act (WIA) Board, Chamber of Commerce partner.

2C2 Alignment with mission and vision

Terra has embedded in its mission and strategic ends statement a strong commitment to providing services to the community. As stated in 1C1, the Kern Center supports two of the strategic ends, Lifelong Learning and Community Relationships. The Kern Center represents the non-credit arm of the College and provides a variety of programs and services to the community. Programming for seniors (ElderCollege), summer enrichment programs for youth (KidsCollege), training for business and industry, skills up-grade and professional seminars and workshops, and general interest programming all are evidence of Terra's commitment to Lifelong Learning. The College's commitment to Community Relationships is evidenced by the strong collaborative relationships established between the Kern Center and SBDC, the Northcoast Jobs Connection, the local WIA Board, as well as the availability of College facilities for the public's use.

The Kern Center works with economic development organizations to retain and expand existing business, and to attract new businesses that will strengthen community development. The College has developed long-lasting relationships with employers and continually engages them in discussions about their future training and education requirements.

Terra helps to develop skills for the many who are unemployed, underemployed, and economically vulnerable. For example, the College has established strong partnerships with the Department of Jobs and Family Services in four counties to provide a new system of Job Stores. Mandated by the state's Workforce Investment Act plan, the College operates Job Stores in each county to provide job placement services.

Terra also provides professional certifications in welding and brazing, lift truck driver and refrigerant transfer. Terra is approved by the State of Ohio to provide procedure and welder qualification testing.

As a result of the SBDC program, small businesses are able to access business consulting, education, and information. Accordingly, small businesses have an opportunity to contribute to the growth and stability of Ohio's economy. The mission of the SBDC is to lead, teach and serve Ohio small businesses. Through a network of small business development centers in the state, the SBDC is able to fulfill its mission.

As driven by the Community Relationship Ends Policy, Terra has forged a strong partnership with the Ohio Small Business Administration. The SBDC at Terra has existed since 1985 and is one of fifty offices located in Ohio that provide new and existing businesses with a variety of support services including:

- In-depth counseling
- Management/technical assistance
- Entrepreneurship education
- Training and advocacy

These services are provided through individual and group counseling and a variety of workshops and seminars, which are offered on a regular monthly schedule throughout the year.

Also driven by the Community Relationships Ends Policy, the College has a history of supporting an understanding of and appreciation for cultural diversity. Terra's service district has a strong Hispanic workforce that results from migrant workers who have settled in the communities surrounding the College. Partnering with the leaders in the Hispanic community, Terra has engaged in a series of initiatives that celebrate the rich and diverse history of the Hispanic community. This partnering has resulted in the annual Estrella Award recognizing local Hispanic leaders for their contributions and service to the community. The College organizes an annual ceremony each year to recognize the recipient of the Estrella award. A nationally recognized Hispanic leader is the keynote speaker for the event.

In support of the Lifelong Learning Ends Policy, the College coordinates a program for senior citizens and a summer enrichment program for grade school children. ElderCollege is a group of 400 citizens who participate in educational opportunities and social activities. A variety of courses are available each quarter, with interim, peer-led sessions between quarters.

KidsCollege, which began as a popular summer activity, has expanded to include winter and evening sessions and draws students from neighboring states. KidsCollege, which began in 1996, has grown into a model program for other community colleges. Courses are offered in art, computer science, language, science and special interests.

2C3 Support for processes and systems for Helping Students Learn

The learning opportunities available through the Kern Center provide support for helping students learn in a variety of ways. With KidsCollege, future college students are shown that learning can be fun and that Terra Community College cares about their learning potential. It is the intent of the College to inspire children to seek out knowledge and become lifelong learners.

Programs such as the Job Store and the SBDC often direct their clients along the appropriate learning path to allow them to achieve their goals. The College can then help these individuals attain the knowledge they require through either credit or non-credit classes and seminars. The non-credit side, including contract training and open enrollment, assists not only SBDC and Job Store clients, but also provides continuing education and update training for Terra graduates and all other residents of the service district.

The primary focus of ElderCollege is to provide a relaxed learning environment for mature adults. The presence of all age groups on the campus brings our College community full circle. The interaction of these diverse age groups outside the classroom enhances the educational experience of all involved.

Financial support for the College is provided through revenue generated by non-credit classes, KidsCollege, ElderCollege, the Truck Driving Academy, community education courses and labor force training grants from the Ohio Board of Regents and the Ohio Department of Development.

Processes (P)

2P1 Determining other distinctive objectives

In the past, environmental scanning has been the primary means of collecting and monitoring information about workforce training needs and trends. The process involved scanning of all types of print media (including electronic), key informant surveys and focus groups. A comprehensive strategic planning process, conducted in 2004, complemented other scanning methods.

The process used two primary data collection methods. First, five one-page surveys were created, each with slightly different questions and focus for different community groups. The target groups were high school juniors and seniors, business and industry, civic organizations, boards and councils, and the man in the street. Over a three month period these surveys were conducted in person by many college employees traveling to high schools, Lions Club meetings, City Council meetings, shopping malls, Economic Development Corporation meetings, etc. Some special Town Hall meetings were also arranged. Approximately 1000 surveys were completed.

The second means of data collection was to conduct focus groups. The format of the focus groups was first to meet with a large number of community members and then to break into small groups of 4-6 people, with a Terra person facilitating each. This small group format allowed for a very open exchange of ideas between participants and a wealth of information for the College. Many focus groups were held following the completion of surveys at the various meetings, others were held separate from the survey process.

All the information was compiled and used to formulate Terra's strategic plan. Bullet points from the data were connected to one of our six Ends Policies. The bullets were then prioritized such that every Ends Policy had at least one priority item. These Strategic Initiatives now form a single page document that shows what the College hopes to accomplish for each End Policy in a simple, easily modified format.

Aside from the well-defined initiatives, the Kern Center has been able to glean a great deal of insight from all the raw data collected through the strategic planning process, both for the present and future. As in the past, the Center will continue to use information from the course evaluations. And the data collection relevant to strategic planning will be an ongoing project.

Two examples of new initiatives started through the strategic planning process are health care courses and a college-wide push to visit business and industry. Two years ago the Kern Center was offering nothing in the health care field. The Center now has several successful non-credit programs in operation, the most popular being State Tested Nurses Aid (STNA). The Kern Center has also spearheaded the College's summer business and industry blitz, a college-wide effort to visit as many local facilities as possible to inform them regarding both credit and non-credit instruction.

While the College has moved away from operating leased facilities in various locations throughout the service district, College personnel recognize the need to provide training and services at other locations beyond Terra's main campus. To this end we have made arrangements with local Economic Development Corporations, Chambers of Commerce, and high schools to use their facilities to provide more localized training. Terra is now offering regularly scheduled credit classes and open enrollment/community education non-credit courses at our partners' sites. This is much more cost effective for the College and provides ease of access for constituents.

2P2 Communication of objectives

The Kern Center, Jobs Stores, and SBDC communicate externally via a host of mechanisms such as the College's website, an e-newsletter, letters, press releases and newspaper advertisements. Each area produces publications to promote upcoming events. In addition, employees volunteer to speak at a variety of meetings, including, but not limited to, service clubs. Communication of objectives internally is equally important and this is done primarily through newsletters, both electronic and paper, and a recently instituted monthly Dean's meeting. This meeting is open to all employees and consists of updates from each division with a question and answer period.

All employees of the College have on going access to the Mission and Ends Policies of the College and the Strategic Initiatives through the College website, publications, and e-mail.

Whenever processes are developed or publicized, the appropriate Ends Policy addressed by the process is always identified. The relationship between the Mission and Ends Policies is reinforced in all planning and assessment activities at the College.

2P3 Faculty and staff needs

Faculty and staff may participate in continuing education and professional development opportunities as either participants or trainers. Those who are interested in specific training opportunities either suggest the training need to their supervisor, usually in their annual evaluation, or the supervisor suggests the need for training to the faculty or staff member. Whenever possible the training is conducted through the Kern Center.

Since faculty or staff, on a separate contract basis, teach many of the non-credit courses for the Kern Center, the expertise needed for a given training contract is matched with the expertise of the faculty or staff member. Because the faculty is very active in professional development within the academic divisions, often a faculty member possesses the required knowledge or skills. If no faculty or staff member is both knowledgeable and available, the College hires an outside consultant for the training. On occasion, the College sends employees to specialized vendor training to learn new equipment or software.

In addition to faculty and staff needs, the College must determine the needs of potential business and industry clients. Those emerging needs are often determined through client and faculty input. A recent example of this is the Kern Center's partnership with General Mills. The College has been providing traditional contract training for General Mills over the past two decades. The company and the College recognized the need for technical training to be delivered via distance education. For the past year and one half, the Kern Center has been delivering training to General Mills sites in several states using a synchronous compressed video format. The classes are scheduled through June 2006 with increased training anticipated next fiscal year. Presumably, this could lead to more contract training via distance for other companies and the need to provide development activities for others in using the compressed video format.

2P4 Assessment of objectives

Assessment processes and their use as a means of improving services include:

- Class/Workshop/Seminar satisfaction surveys – Each participant is asked to complete a satisfaction survey at the end of each class, workshop, or seminar.
- The questionnaire evaluates course content, instruction, delivery techniques, and the learning environment.
- Ongoing relationships – The number of organizations that continue to use Terra as a training provider is one method of assessment used by the College.
- Enrollment trends for non-credit courses – Enrollments are used to make decisions. Seminars and workshops with low enrollments either are revised or dropped from the curriculum.
- Strategic Planning – Our ongoing strategic planning process will not only serve as a tool to determine new programs and initiatives, but also as a means to assess the viability of current programs and initiatives.

2P5 Measures of other distinctive objectives

Each program has specific performance measures critical to determining the College’s success in *Accomplishing Other Distinctive Objectives*. Measures include, but are not limited to, number of enrollments, revenue generated, number of business clients served, number of hours spent with clients, satisfaction surveys, grant dollars received and number of contracts written and executed. Charts in the *Results* section graphically display some of these measures.

Results (R)

2R1 Results in accomplishing other distinctive objectives

Measures of *Accomplishing Other Distinctive Objectives* are tracked primarily through the monitoring of two Ends Policies, Community Relations and Lifelong Learning. In addition, the Ohio Board of Regents tracks training initiatives related to workforce development. The latter provides data to support Terra’s Jobs Challenge Performance Plan that is submitted each year and drives Workforce Development Incentive funds for the campus.

Small Business Development Center

The number of counseling hours logged by the SBDC Project Director is a key indicator of success in supporting small businesses in the service district. The results, seen in Figure 2.1, show that the number of counseling hours has remained constant at a little more than 1200 hours except for FY03 when a part time counselor also logged some hours. The 1200-hour figure represents almost 60% of the director’s time spent in one-on-one meetings with clients.

Open-Enrollment Training for Business & Industry

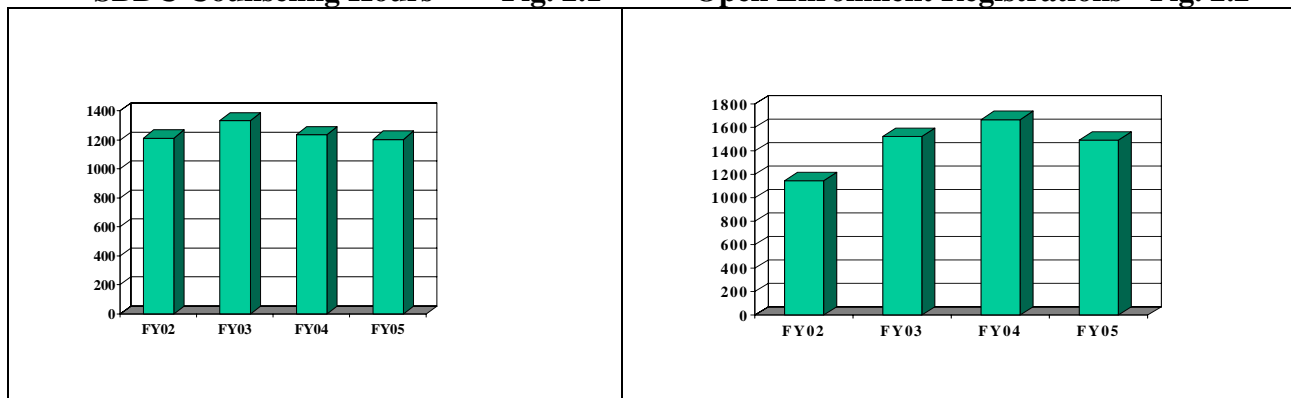
Through open enrollment, short-term courses are offered in increments that range, in general, from four to forty hours. These courses meet the need for immediate training for employees who do not have time to enroll in a traditional course of study. Enrollments are a key indicator of success in this area. While enrollment was down slightly in FY05 the last three-year average is about 1550, which represents a significant increase from the previous years. (Figure 2.2).

SBDC Counseling Hours

Fig. 2.1

Open Enrollment Registrations

Fig. 2.2

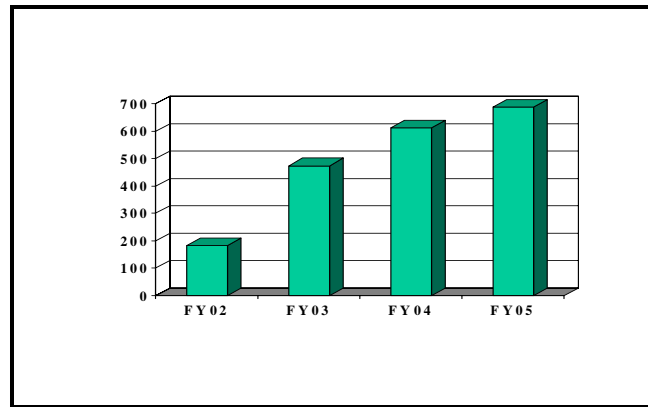


Contract Training for Business & Industry

In addition to open enrollment short-term courses, the College can customize courses to meet the unique training needs of individual companies.

Figure 2.3 reflects the number of contract training students served. The number of contract training students has increased markedly over the last three years as the economy has started to recover and we have exploited new sources of students through distance learning.

Contract Training Headcount Fig. 2.3



KidsCollege

Figure 2.4 reflects the enrollment trends in this program. Over 200 students participated in 1996 the first year of the summer program. The enrollment has remained relatively stable since then. Last year, with the addition of a winter session and expanded summer offerings, KidsCollege enrollment grew by 98 students or nearly 30%.

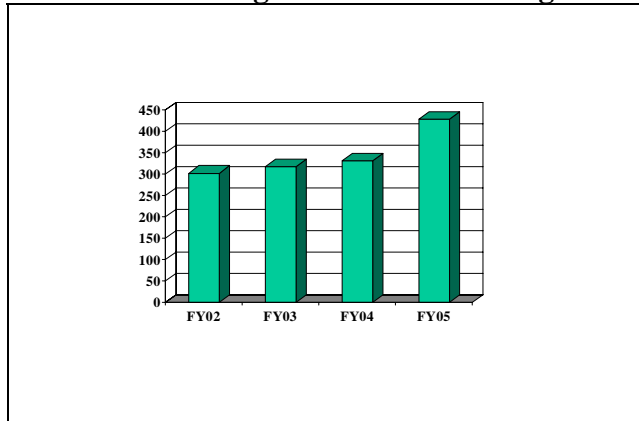
ElderCollege

ElderCollege is an affiliate of the Elderhostel Learning and Retirement Center, a national association. Despite the dip in enrollment in FY05, Terra's ElderCollege program is still the third largest of those located at two-year colleges in Ohio. Developed from the vision of a citizen's committee, ElderCollege began in 1993 with 80 members and has grown rapidly since that time. Figure 2.5 reflects the duplicated enrollments over the past four years. In FY05, the College instituted a new plan whereby the members of Elder College were given more autonomy and less direct support from College staff. That probably explains most of the enrollment drop. If fall enrollments are an indication of FY06, it appears that we are on track to recoup most of the loss experienced last year.

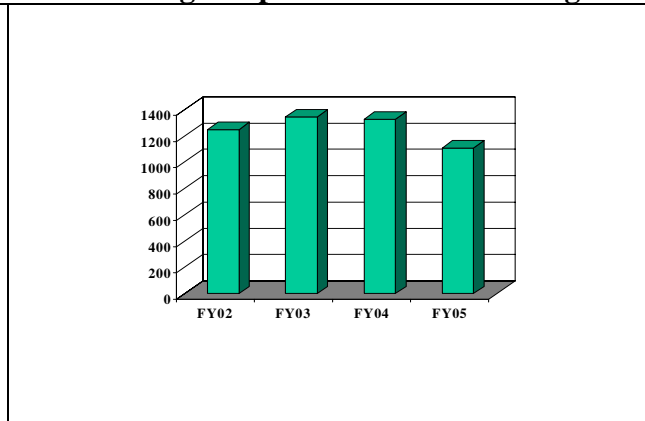
2R2 Results comparisons with other institutions and organizations

Terra tracks comparative data across all industry-related training activities. Robert Johnson, Jobs Challenge Program Administrator with the Ohio Board of Regents, said in July 2003 "Terra is one of the premier campuses that provide training and training-related services to local business and industry." This observation is confirmed by the fact that revenue generated by non-credit training has increased steadily over the years and because of this increase, grant funding through the Ohio Board of Regents has also increased. For the last three years, the College has averaged

KidsCollege Enrollments Fig. 2.4



ElderCollege Duplicated Headcount Fig.2.5



\$135,000.00 for the Jobs Challenge Performance Grant. These dollars are based on a direct comparison of all two-year colleges and branch campuses in the state of Ohio. The Kern Center anticipates similar figures for FY06. In a time when higher education funding is being cut annually, it is significant that the College has been able to maintain the number of dollars received from the state for non-credit training.

2R3 Strengthening the institution and relationships with our community and region

The College’s successes with SBDC training, open enrollment, contract training, ElderCollege, and KidsCollege strengthen the institution by providing a means to offer alternative learning opportunities to our constituents and by creating a separate revenue stream for the College. Community and regional relationships are strengthened through the community service and outreach provided by the many services and programs run by the Kern Center. For individuals in the service area, relationships can begin in KidsCollege and continue through retirement. In addition to our involvement with the individual, the College participates in economic development activities, service organizations, professional development and certification, business and industry training, and both individual and group, job and business counseling. All of these factors help to solidify Terra Community College’s already strong position in the service district.

Improvement (I)

2I1 Improvement of current processes and systems

As participation in AQIP indicates, Terra strives for continuous improvement in all that the College does. The first step is to pay attention to the feedback from clients and staff alike. All programs related to *Accomplishing Other Distinctive Objectives* require evaluation by the client or student and the service provider or instructor. These evaluations are used to identify strengths and weaknesses for the purpose of determining the effectiveness of the service or program. Modifications are then made accordingly.

The strategic planning process has provided a means to identify emerging needs. With this process in place, the College can stay proactive in creating new programs and revamping old ones. In its second full year of operation, the Music Academy is a direct result of the

information gathered both externally and internally. The Music Academy is a non-credit program primarily for high school students. The program allows the students to take private lessons in voice and instruments and/or participate in a choral group. The non-credit format is less expensive and less threatening (no grades) for these young adults.

2I2 Targets, improvements, priorities, and communications

While no quantitative values have been assigned, the following priorities have been established through analysis of the results of the College's distinctive objectives:

- Expand the use of alternative delivery methods for training
- Continue to focus on generating grant income
- Increase contract training for business and industry
- Develop new programs/courses in health care fields
- Innovatively revise some existing programs
- Investigate new strategies for generating revenue
- Expand involvement with area economic development professionals

Improvement priorities are first communicated to the Board of Trustees and Administrative Council. From there, the Vice Presidents, Deans, and Directors are responsible for passing information on to their staff members. These priorities are also discussed at CASA, which has broad representation from all divisions of the College.