

9C1 Key collaborative relationships

The College could not provide the quantity and quality of services to its constituents that it does without the collaborative relationships that have formed over the years. These relationships are with accrediting and oversight bodies, secondary schools, two and four-year institutions, business and industry partners, community groups, vendors, and various consortiums. Table 9.1 lists the College’s key collaborative relationships and the nature of the relationship.

Key Collaborative Relationships Table 9.1

Lorain County Community College	Program collaboration (Nursing & Phlebotomy)
University of Cincinnati, Tiffin University	Bachelor completion programs on Terra’s campus
Franklin University, Bowling Green State University College of Technology, Tiffin University, University of Toledo, Ferris State, Ashland College, University of Findlay	Bachelor completion programs
Course Applicability System (CAS)	Collaborative project involving the Ohio Board of Regents and the two-year and four-year state colleges and universities in Ohio
Transfer Assurance Guides (TAGS)	Transfer Assurance Guides will ensure seamless transfer between state institutions
University of Toledo ETAC	Promotes cooperation between the University of Toledo and area community colleges
Northern Ohio Public Higher Education Covenant	An agreement among 7 public colleges or universities in northern Ohio reflecting the need for, “new and more creative and collaborative responses from regional higher education institutions”
Higher Learning Commission	Participation in AQIP
Ohio Board of Regents	State Coordinating Board
Inter-University Council Ohio (IUC)	Purchasing Co-op Membership
AVI Food Services	Supplier
High Schools, Career Centers, Tech Prep Programs and Gateway Program	Articulation agreements, PSEO classes and Gateway classes for students to complete high school requirements
Northern Ohio Educational Computer Association (NOECA)	Collaborates in delivery of distance education courses to high schools and General Mills sites across the country
Businesses & Industries	Credit and non-credit training Partnership with Society of Mechanical Engineering Grant
EnterpriseOhio Network	A statewide quality and productivity improvement resource
Community	Community choir and music programs
Workforce Training Alliance	One stop training center
Area Associations, e.g. Chamber of Commerce, North Coast Job Fair	Joint projects, community teamwork. Cooperative venture with Terra’s student services and area job stores
Health Care Facilities	Meet quarterly to monitor needs of employers and College’s response

AQIP Category Nine

Building Collaborative Relationships

Context for Analysis (C)

Business and industry

Business and industry partners provide input to the curriculum through Advisory Boards and help recruit students through apprenticeship programs and tuition assistance programs. Many business and industry partners provide co-op opportunities for students.

The College also partners with industry and other agencies in the service district in grant applications. For example, industry partners who worked with the College to win a grant through the Society of Manufacturing Engineers (SME) Education Foundation a number of years ago, have assisted in the preparation of a new grant proposal for the National Science Foundation (NSF) to integrate manufacturing and information technology. The continuation of projects with companies who participated in the SME grant serves as perfect example of Terra's strong relationship with business and industry. Capstone projects, in collaboration with area companies, have now been fully integrated into the curriculum of all technical courses. These projects require faculty and students from different disciplines to work together, much like they would in industry. The whole experience is unique in that it involves not only the technical faculty but also the English faculty.

In addition, a new collaborative grant submission is for the STARS (Skilled Trades Receiving Results) grant in collaboration the Wood, Sandusky, Ottawa, and Seneca Counties Community Action Commission (WSOS) to the U. S. Department of Labor for retraining incumbent workers and to provide funds to market and train new employees.

In the last year, the College has formed two new collaborations for program delivery: 1) Terra and Davis-Besse Nuclear Power Plant, a part of the First Energy Corporation, have collaborated in the development of a degree program in Nuclear Power Technology—the nuclear site will provide the classroom, lab space and faculty for nuclear courses, while Terra will provide classroom instructors for math, science, arts and humanities and social science courses; and 2) Terra has partnered with NASA Plum Brook in Sandusky to provide courses for apprenticeships and trade-specific skills.

Fifteen industrial partners remain engaged in ongoing manufacturing projects:

Delphi - Sandusky, Ohio

EDS Unigraphics - St. Louis, Missouri

McNaughton-McKay - Fremont, Ohio

Motion Controls Plus - Fremont, Ohio

NASA Plum Brook, Sandusky, Ohio

National Machinery - Tiffin, Ohio

Norton Manufacturing / Callies Performance Products - Fostoria, Ohio

PEPCO / Siemens Automation - Toledo, Ohio

Rockwell Automation /Allen-Bradley – Toledo, Ohio

StyleCrest Manufacturing - Fremont, Ohio

Tenneco Automotive - Milan, Ohio

TRW - Fremont, Ohio

Visteon - Sandusky, Ohio

Whirlpool Corporation - Clyde Division, Clyde Ohio

Biro Manufacturing – Marblehead, Ohio

Supporting Industry Base is one of the College's strategic initiatives. Terra's president, other

administrators, and faculty have visited more than 40 companies in the College's service district to discuss how Terra can meet their needs. This one-on-one collaboration allows the College to talk directly with the companies that send their employees to Terra for courses or who hire Terra graduates.

Professional organizations

Professional organizations such as the Society of Plastics Engineers (SPE) provide scholarships, equipment, and technical expertise to Terra students. The SPE also invited Terra faculty and students to their national conference the last three years.

High schools and career centers

Over the past decade, articulation agreements have been created for students graduating from career centers who matriculate to Terra. In the past several years, articulation agreements have been made with career centers offering Tech Prep pathways. High school articulation agreements may be viewed at <http://www.terra.edu/academics/articulation/homepage.asp> . Terra seeks the advice of high school counselors and superintendents when offering PSEO classes via interactive television. Terra faculty also participate in a variety of school-sponsored activities, such as a Robotics Competition for junior high school students in the area sponsored by the Tech Prep Consortium.

Other colleges and universities

Over the years, since Terra's conversion to a comprehensive community college, Terra has developed both formal and informal relationships with a large number of two-year and four-year colleges in Northwest Ohio and a wider area. Examples are participation in a number of collaborative projects and development of specific transfer agreements.

The dean of engineering meets regularly with the Deans and Directors of Engineering and Industrial Technology programs of Ohio's two-year colleges. During the past year, this group has created a website specifically designed to help high school students become aware of technical careers. The website can be viewed at <http://www.ohiotechcareers.org/>

Through collaborative agreements with four-year schools, Terra offers a number of "bachelor's completion programs," which are designed to allow a graduate with an applied associate degree to complete a baccalaureate degree in a reasonable amount of time. These degrees may be completed on-site at Terra Community College, online from the four-year school, or at the four-year school.

Collaborative Allied Health Programs

In fall 2006, Terra will be offering the first year of an associate degree program as a collaborative program with Lorain County Community College (LCCC) is phased out. The collaboration with Lorain Community College will continue for one additional year for second year nursing students.

A phlebotomy certificate is offered in collaboration with LCCC, which offers the technical courses on Terra's campus. Other articulated agreements exist with Bowling Green State University, Firelands (Respiratory Care Technology) and Owens Community College (Practical Nursing and Dietetic Technician).

Students interested in transferring to a four-year college or university have the opportunity to meet with representatives of those schools on-site at Terra on a regular basis through quarterly visits and the annual Transfer Fair. Scheduled annually, the Fair regularly attracts more than 25 colleges and universities to the campus to discuss transfer opportunities with Terra students and graduates.

CAS

CAS, the Ohio Statewide Course Applicability System, is a collaborative project involving the Ohio Board of Regents and the two-year and four-year state colleges and universities in Ohio. This system

allows students to obtain degree requirements and course equivalencies online to facilitate transfer from one institution to another. Terra Community College has participated in this program since its inception.

Transfer Assurance Guides (TAG) and Technical Transfer Cores (TTC)

The Transfer Assurance Guides and Technical Transfer Cores are designed to enhance student transfer among public institutions. Terra works with the OBR, the coordinating body for these efforts. See 1P12 for additional information regarding TAGs and TTCs

Northern Ohio Transfer Council

The Northern Ohio Transfer Council is an organization, made up of two-year and four-year public and private colleges and universities in northern Ohio, that facilitates cooperation between these institutions. Terra Community College has participated in this organization since it first expanded from its northeastern Ohio roots.

University of Toledo ETAC

An academic administrator has served on the University of Toledo External Transfer Advisory Committee (ETAC) since its inception. ETAC has provided feedback to the University of Toledo for more than 10 years in an effort to promote transfer. Terra Community College benefits from this partnership by receiving scholarships for students transferring to the University of Toledo.

The same academic administrator has also been a member, and an officer, of the Ohio Transfer Council for many years. This grassroots group started as the Northeast Ohio Transfer Council and evolved into a statewide organization with wide representation from two and four-year public and private colleges and universities. This group's goal is to promote ease of transfer between member institutions and to provide information about statewide transfer issues such as CAS and the Transfer Assurance Guides being developed by the Ohio Board of Regents.

Northern Ohio Public Higher Education Covenant

In March of 1995, the presidents of seven public colleges or universities in northern Ohio signed an agreement reflecting the need for, "new and more creative and collaborative responses from regional higher education institutions." Terra Community College's former president, Charlotte Lee, signed this agreement along with the presidents of Bowling Green State University, University of Toledo, Cuyahoga Community College, Lakeland Community College, and Owens Community College. This collaboration has continued in many forms.

The EnterpriseOhio Network The EnterpriseOhio Network is a statewide quality and productivity improvement resource available to all Ohio businesses seeking to improve their selection, development and retention of talented people. Over 52 public two-year community and technical colleges and university branch campuses have been working together since 1986 to serve Ohio employers. The Network partners with companies to profile jobs, assess skill requirements, screen new hires, and deliver training that continually supports the success of the businesses.

Workforce Training Alliance

The Workforce Training Alliance (WTA) is a partnership between Vanguard-Sentinel Career Centers, Sandusky County Economic Development Corporation, and Terra that provides one-stop training center services.

New collaborations with industrial partners in 2006 include the China Challenge and the Apprentice Round Table.

9C2 Reinforcing mission and supporting institutional directions

These collaborative relationships reinforce Terra's mission as each aligns with one or more of the College's Ends Policies. For example, in support of *Access and Opportunity*, the College works to expand access to post-secondary educational opportunities and to reduce or eliminate barriers based on time, place, or economic factors. Through collaborations with secondary schools, the Tech Prep Consortium and NOECA, Terra has expanded access and opportunity to students through distance education classes offered via interactive television. Terra has collaborated on several grants with NOECA to ensure that area high schools are able to obtain the necessary equipment to receive classes broadcast from Terra. In addition, Terra is expanding a program with General Mills to broadcast industrial training through live two-way interactive television to plants across the country.

In addition, Terra collaborates with several consortiums to lower purchasing costs, utility costs and wage and benefit costs. Terra works with the Inter-University Purchasing Council Group, which is a purchasing consortium of all of the state universities and colleges in Ohio, to obtain the lowest costs when purchasing college supplies. Terra also works with the State of Ohio, The Ohio State University, and US Commodities to ensure the lowest prices when making major purchases. Terra also collaborates with the Bay Area Gas Consortium to obtain the lowest prices on heating fuel. The College's HR department belongs to a consortium, Compmanagement, to get the lowest rates on workman's compensation insurance.

The Ends Policy, *Lifelong Learning*, is supported through collaborations that provide opportunities for continuing education and training for adult learners. The Ends Policy, *Community Relationships*, is supported through the collaborative work with other business, industry, and governmental agencies and individuals to meet community needs.

9P1 Creating, prioritizing and building relationships

Faculty and staff at Terra have strong ties with the community. Terra employees (approximately 31% of all full-time employees) are ambassadors for Terra when they participate on various boards or with community organizations. Terra employees serve (or have served) on a variety of Boards including United Way, the Chamber of Commerce, the Family and Children First Council, the Prevention Partnership, the Health Board, the Clyde Schools, Fremont City Schools, and the Red Cross. This involvement allows Terra to contribute to the community by sharing talents, expertise, and resources. At the same time, it allows the College to strengthen its ties with the community and to become more cognizant of the needs of the communities that it serves. Refer to 5C3 for additional information.

Faculty members and division deans meet on a regular basis with faculty and staff from area career centers and high schools to update curriculum agreements and create new pathways when appropriate. Similarly, Terra administrators and faculty members meet with representatives from area universities to form agreements to provide transfer opportunities for students. By participating in state and regional meetings, Terra faculty and staff form relationships with educators from across the state. Over the past year, several faculty members have worked with the Ohio Board of Regents committees to develop learning outcomes for and approve TAG courses to enhance transfer among state public colleges and universities of pre-major and major courses for specific programs of study.

9P2 Ensuring needs are being met sources

Terra ensures that the needs of its partners are met by seeking input through advisory boards, DACUMs, and college-initiated focus groups. Through the College's recent strategic planning process, community members were able to provide input via surveys and focus groups. Identification of key communities and areas of emphasis are developed through the environmental scanning process and through the involvement of the Board, the leadership team and other staff members with community

boards, organizations, and economic development groups.

9P3 Creating and building relationships within the institution

The College relies on internal collaboration as much as it does external collaboration to function on a day-to-day basis. Relationships within the institution are built in a number of ways. First, the use of cross-functional teams allows for input across departments into decision-making and problem solving. Second, the College relies on cross-training and lateral service to meet the personnel needs that fluctuate during the academic year for some departments. Based on the 2000 Campus Quality Survey results, an Action Project was designed to support *Building Collaborative Relationships*. The project's goal was the design and implementation of a system for lateral service and awareness between departments and individuals. The successful implementation of this system helped the College to: 1) improve service to students and other stakeholders; 2) increase efficiency; 3) encourage mutual respect and team effort; 4) increase knowledge of other areas of the College; and 5) identify and support areas that are in need of lateral service. More information related to the College's success with this project may be viewed at <http://www.terra.edu/about/cqi/acip/collaborativeRelationships.asp>.

Processes (P)

Terra is working on developing stronger relationships within the institution. Students are kept abreast of College happenings through the use of Terra's website and the student newsletter. The Student Senate has worked to create a caring atmosphere at Terra through yearly Red Ribbon campaigns and various other activities. Service learning has been incorporated into many classes at Terra. College councils commission teams that are cross divisional and cross functional.

9P4 Measuring collaborative relationships and analyzing results

Because the collaborations in which the College engages are numerous and varied, multiple measures, some of which are listed below, are used to measure the success of these collaborations.

- The number of articulation agreements that are in place with both high schools and colleges and universities

The number of high school students who attend Terra upon their high school graduation

The number of Terra graduates who continue their education at a college or university

The number of students participating in apprenticeships programs

The comparison and analysis of student, faculty, and staff satisfaction surveys to determine improvement

9R1 Results for building collaborative relationship

Business and Industry

The College's efforts in collaborative relationships have resulted in a number of partnerships related to economic development, such as those with the Sandusky County Economic Development Corporation (SCEDC) and with WIA providing One Stop Jobs Store services for a four-county area. Terra is currently the fiscal agent for the SCEDC. Several members of the Kern Center staff regularly participate in various SCEDC committees and activities. Terra has been the fiscal agent and provided physical space for the SBDC since its introduction into Sandusky County in 1988. This partnership provides essential services to small businesses in the community and further solidifies Terra's connection with economic development. The Director of the four county Jobs Stores is housed at Terra Community College along with the fiscal operation of that agency. Literally thousands of clients benefit from the services provided by this collaboration. During FY 04, there were 29,227 duplicated visits to the Job Stores/ One Stops in Huron, Ottawa, Sandusky, and Seneca counties.

Figure 9.1 reflects the number of community events the College has hosted over the last several years. During FY05, there were 67 community events bringing 9,122 participants on campus. Major event group categories included K-12 school and higher education, health care providers, community organizations, legislative events, and manufacturing symposiums. A decline in the number of events over the last two years may reflect the College's efforts to recoup costs of security and housekeeping from outside groups using the facilities.

High schools and career centers

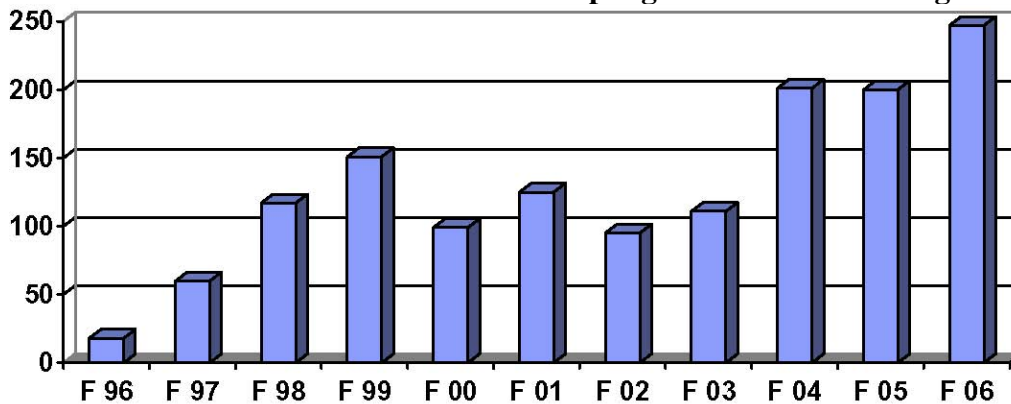
The number of students enrolled in the PSEO program increased significantly from fall 96 through fall 05, with a slight decrease in fall 2006. Approximately 200 high school students take advantage of this opportunity annually. (Figure 9.2). Tech Prep articulation agreements allow many other high school students to complete college courses. A good number of the students who participate in Tech Prep as high school students do continue on at Terra after high school graduation. (Table 9.2) Of the 314 Tech Prep students who graduated between 1997 and 2005 and attended Terra as undergraduates, 33 have graduated from Terra.

Results (R)

The College has articulation agreements with seven area vocational schools/tech centers. These may be viewed at <http://www.terra.edu/academics/articulation/homepage.asp> .

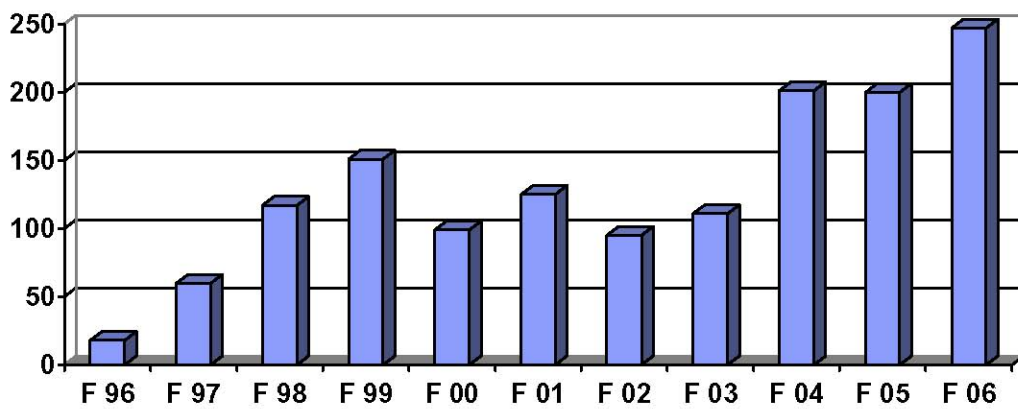
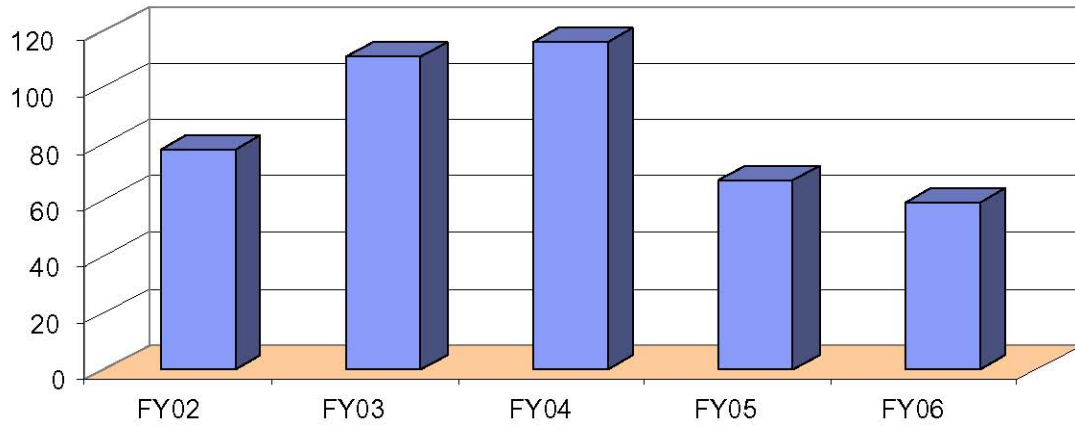
Annual Community Events Figure 9.1

**Unduplicated fall enrollment
Tech Prep high school students Figure 9.2**



Colleges and universities

Terra's specific transfer agreements for a number of programs are listed in Table 9.3. Two new bachelor completion programs for fall 2006 are very unique for the College. A bachelor completion program will allow students to remain on Terra's campus after completing an associate degree in Early Childhood Education to while pursuing a Bachelor of Arts in Early Childhood Education from Lourdes College. A second agreement will allow engineering students to complete a Bachelor of Science in Applied Science with a major in Electro-Mechanical Engineering Technology from Miami University on Terra's campus with Miami courses being delivered via interactive video.



Tech Prep students continuing at Terra Table 9.2

HS Graduation Year	Attended TCC as HS student only		Attended TCC as Undergraduate		Total	TCC Graduate
	HS student only	%	Undergraduate	%		
1997	8	33.3%	16	66.7%	24	3
1998	5	26.3%	14	73.7%	19	3
1999	13	36.1%	23	63.9%	36	6
2000	55	56.1%	43	43.9%	98	14
2001	51	55.4%	41	44.6%	92	6
2002	53	55.2%	43	44.8%	96	0
2003	82	66.7%	41	33.3%	123	0
2004	70	58.3%	50	41.7%	120	1
2005	114	72.6%	43	27.4%	157	0
Total	451	47 %	314	43.9%	765	33

Transfer Agreements Table 9.3

<u>Business</u> University of Toledo Bowling Green State University Heidelberg College Ashland University University of Findlay Tiffin University Franklin University	<u>Engineering</u> University of Toledo University of Cincinnati Miami University
<u>Social Work/Human Services</u> Bowling Green State University University of Toledo University of Cincinnati Tiffin University	<u>Technology</u> University of Toledo Bowling Green State University University of Cincinnati
<u>Law Enforcement</u> Bowling Green State University University of Toledo Tiffin University	<u>Nursing</u> Bowling Green State University University of Toledo Medical College of Ohio Lorain County Community College
<u>Education</u> Ashland University Lourdes College	<u>Arts and Science</u> Bowling Green State University University of Toledo Tiffin University Heidelberg University of Findlay Ashland University

| 2003

9R2 Results comparisons

The College lacks relevant benchmarking data with other higher education institutions relevant to this category.

9I1 Improvement of current processes and systems

Terra continually examines relationships and agreements. Terra faculty and administration meet with partners to assess student needs. Articulation agreements with tech prep institutions are modified on an annual or bi-annual schedule to reflect student needs. Terra faculty and staff meet regularly with allied health personnel to gather input on how the College can best meet the allied health needs in the service district.

9I2 Targets, improvement priorities, communications

The College sets targets for improvement based on feedback from its partners in business and industry, education, and the community. This feedback is acquired through surveys, evaluation forms, focus groups, and informal meetings and conversations. Targets for improvement are prioritized based on their relationship to the College’s Mission and Ends Policies.

Results of satisfaction surveys are shared with administrators, faculty and staff. Information is disseminated through news releases, through board meetings, and through advisory board meetings. Terra’s website is used to share collaboration efforts. High school counselors, students, and parents of students can easily access current articulation agreements by accessing the Terra’s website.

Improvement (I)