

AQIP Category One HELPING STUDENTS LEARN
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<b>Context for Analysis (C)</b>
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**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 goals (Table 1.1) 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.

Each general education goal has been further defined through illustrative objective statements. Faculty from each program may select the objectives under each goal that clearly and comprehensively evaluate their student academic assessment activities. The actual number of objectives under each goal may vary from program to program based on the curricula and student needs.

**General Education Goals and Competencies****Table 1.1**

<b>1. Use mathematics in problem solving.</b>	
	Problem solving, Modeling, Reasoning, Connecting with other disciplines, Communicating, Using technology, Developing mathematical power, Number sense, Symbolism and algebra, Geometry, Function, Discrete mathematics, Probability and statistics, Deductive proof.
<b>2. Develop effective oral and written communication skills.</b>	
	Problem solve, Research, Evaluate sources, Organize, Synthesize, Document sources, Listen, Collaborate, Use conventions of standard English, Communicate effectively orally, Development professional skills.
<b>3. Work effectively in a team setting using problem solving, communication and leadership skills.</b>	
	Problem solving, Modeling, Reasoning.
<b>4. Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a diverse cultural environment.</b>	
	Contributions of various cultures, Impact of cultural differences.
<b>5. Demonstrate an understanding of the importance of social responsibility.</b>	
	Citizen’s responsibility, Volunteerism

Terra faculty members ensure the general education goals have been met through their Assessment of Student Learning plans.

**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, Institutional Vitality, Community Relationships, Stewardship

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 department 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. The Associate Degree in Nursing is offered in a unique collaboration with Lorain County Community College. 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 13 arts and sciences degree programs. Next year, with the switch to semesters, Terra will offer 28 arts and sciences degree programs. Rather than a concentration in Allied Health, students will 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 will choose between concentrations in biology, chemistry or physics. Associate of Arts students may choose to have a major in Psychology rather than in social and behavioral sciences.

To accommodate the diverse student population of the service area, Terra provides courses during day, evening, and weekend hours (Saturday morning / Sunday afternoon and evening). Additionally, courses are offered on site at local industrial clients as well as at a satellite campus in Port Clinton, Ohio. The primary means of course delivery to the student population 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 2005-06 academic year, Terra is offering 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. In addition, 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 are involved in another initiative to integrate technology into their courses.

An AQIP Action Project, begun in 2004, is designed to focus on distance learning. The project's goal is 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. Plans are underway to have a computer 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.

The creative use of technology has also allowed the College to offer the Associate Degree in Nursing. The program is one of the first pre-licensure programs in the nation delivered via distance learning. Through collaboration with Lorain County Community College, lectures for technical nursing courses are delivered from Lorain, while Terra provides the support coursework through traditional classroom/lab settings. Some of the support courses are offered over the Internet as well. A nursing lab is also designed for traditional lab instruction as well the use of compressed video to provide opportunities for students and faculty on one campus to

critique the work of students on the other campus. Clinical sites are offered locally. The College is currently writing curriculum for their own Nursing program to be offered in fall 2006.

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. 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 created a Technology Plan, which is being implemented. 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. In its SAAA plan, Terra has chosen two general education goals which it deems essential for all college students: 1) Students must demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a diverse cultural environment, and 2) Students must demonstrate an understanding of the importance of social responsibility.

The diversity of the student population at Terra mirrors its service district with 5% Hispanic/Latino and 3% Black. This ratio has held fairly constant over the last several years. 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. During FY 02, a concerted effort to recruit minorities resulted in an increase of new Hispanic students from 35 to 48 in fall 03 and of continuing Hispanic students from 74 to 88. During FY 03, the recruitment efforts once again resulted in an increase in Black students for fall 04—58 to 96, a 60% increase. In fall of 2005, there was a decrease of 19 Black students or a 20% decline.

Social responsibility is supported by Service Learning, which has been incorporated into a number of courses at Terra. Through Service Learning, students share the 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 is a requirement for students who receive Terra's Guarantee Scholarship.

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 inquire into new intellectual material 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 of Academic and Student Affairs (CASA) meetings, Enrollment Management Council (EMC) meetings, faculty and quarterly 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 how to improve 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 indicate that while there is still room for improvement, progress has been made. The 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* has been reduced to 1.25. Further information will be available next year when the survey is repeated.

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**

Terra has a formalized assessment of student learning plan that is responsive to the North Central Association of Schools and College's guidelines for a successful program to assess student learning. Learning outcomes for general education are assessed for all students, regardless of program of study. In addition, faculty has identified learning outcomes for each applied degree program and these outcomes are reviewed annually. Most faculty who teach in arts and sciences have developed learning outcomes for their disciplines and are determining how these outcomes will be assessed.

Intentionally, the general educational goals and program-related learning outcomes of an instructional program 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.
5. Multiple evaluators are used to ensure objective analysis.

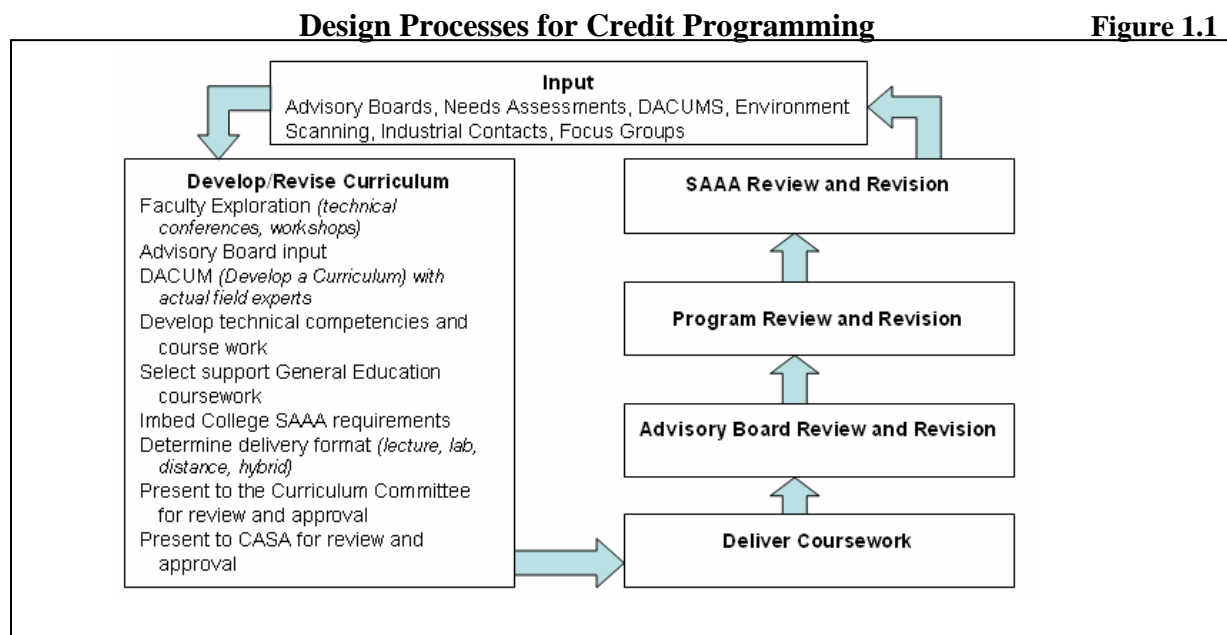
While the division deans assist full-and part-time faculty to develop core competencies for class objectives, curriculum, and syllabi, the role of the faculty in the plan is significant and all encompassing. As this plan is fully implemented, faculty will be asked and empowered to:

- 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
- Develop and implement assessment activities within and for their programs, and participate actively in the development and implementation processes
- Determine how assessment results will be used to identify what is needed to improve student learning, and 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 uses 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. The state has developed draft general education goals which are to be included in transfer module courses. Terra’s general education goals will be examined and possibly revised in the upcoming months.

**1P2 Design of new courses and programs**

New program development and program revision are based on input from advisory boards, needs assessments, 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.



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.

The semester conversion project is moving ahead. Semester shells have been created and approved for all technical programs as well as for associate of art and associate of science concentrations. All of the course descriptions for semester courses have been written, as well as a course-equivalency guide for advising purposes.

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. When necessary, students are placed in developmental courses to ensure that they have the minimum basic skills deemed essential by faculty to succeed in not only general education courses but also in specific program courses. ACT scores may be used in place of COMPASS scores.

In addition, many courses, both technical and/or general education, have pre- and/or co-requisites that must be completed prior to or simultaneously taken with a course. Each semester course has been thoroughly examined to ensure that the pre- and co-requisite courses have been established. Faculty based the pre- and co-requisite courses on an assessment of what academic preparation is necessary for student success.

In the fall of 2004, The English department added an ENG102 course (Basic College English) to the curriculum. This course is an intensive introduction college writing course that is based on reading. 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 order to achieve clear, thoughtful writing that is coherent, organized, and well-developed. When the college switches to semesters, this course will continue to be offered.

In order to help students succeed in distance learning classes and to realize the demands of an online course, Terra offers an online orientation to distance learning, which can be found at <http://www.terra.edu/academics/distance/orientation/homepage.asp>

#### **1P4 Communicating expectations to students**

Current and prospective 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. They may also view information related to the Center for Learning Achievement, tutoring services, and Math and Writing Labs at <http://www.terra.edu/support/>. In addition, learning objectives are listed on syllabi, which are available in the division offices, for all courses. Many syllabi are also available online and can be found under the appropriate technology.

The assessment plan for each technical program includes those general, as well as program learning outcomes, that faculty have determined a graduate should possess. Faculty engages 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. In addition, an annual report is presented to the Board of Trustees regarding the results of this assessment process. This report is available at <http://www.regents.state.oh.us/perfrpt/>.

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, transitions plans will be developed for each student to facilitate the conversion from quarters to semesters. Each student will meet with an advisor and will complete a semester/quarter check sheet, which will be used in the graduation audit process. The College has created a webpage to answer questions about the semester conversion process, which can be found at <http://www.terra.edu/about/helpfulinks/SemesterConversion.asp>. Notebooks have been created for each full-time faculty member as well as any other advisor 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 in reading, writing, and mathematics to detect discrepancies and deficiencies in academic preparedness. Students who score below the required minimum on the placement examination are required to successfully complete coursework through the Center for Learning Achievement (CLA). The center offers basic academic skill enhancement in mathematics, reading, and writing. CLA classes are individualized. 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.

### **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?*

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 has been developed for these degrees. This course, "Leading by the Humanities," was taught for the first time during the spring of 2005. A team is developing a process to assess general education across all degrees. Each student graduating under the semester system will have an e-portfolio for assessment purposes.

Students have the opportunity to evaluate the teaching and learning that occurs in traditional classes each quarter. One-third of all classes are evaluated each term so that every teacher is evaluated by students during one term. Students enrolled in distance courses are asked to evaluate the instruction each term. Distance students are sent a letter directing them to the website at <http://www.terra.edu/academics/distance/dlevaluation.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 classes since our student population prefers both day and evening classes. The College offers some weekend courses, 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 during the daytime hours. In addition, Terra is collaborating with Lorain County Community College (LCCC) to meet a need in our service district for registered nurses. Terra offers the support coursework for the Associate Degree Nursing while the technical nursing courses are delivered via interactive video from Lorain. This is one of the first pre-licensure programs in the country to deliver courses in this manner. In the fall of 2004, Terra began another collaboration with LCCC. Students can receive a Phlebotomy Certificate from LCCC by taking Terra courses on Terra's campus and LCCC courses delivered via interactive video during the same term. Additional courses are offered via distance either via the Internet or via a combination of the Internet and videos.

Hybrid courses are also offered at Terra. These courses allow students who have a busy work schedule to fit more courses into their schedules because hybrid 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. Internet courses can be accessed at [www.terra.edu/academics/distancelearning.asp](http://www.terra.edu/academics/distancelearning.asp). The College has seen a significant increase in the number of hybrid offerings for the 2005-06 academic year.

### **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 Assessment, 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.

Terra uses its Advisory Boards and DACUMs to monitor the currency and effectiveness of its curriculum. Advisory Boards meet 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. At various times, a Futures Team has been very active in the scanning process. The Director of Institutional Research now performs environmental scanning. Information collected during fiscal year 2005 found trends in such areas as national employment and technology in education, which impact curricula changes. In addition, roundtables with Business and Industry are used to provide an opportunity for Terra faculty to exchange information and ideas with employers and their technicians on training and program needs. Terra's strategic plan includes building and revising programs and curricula 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. Students hold seats on two of these councils and provide input as the councils address current issues and projects. Commonly, students are asked to gather additional input from their peers regarding an issue 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, staff advisor interaction with students involved in student clubs and organizations, and student participation on College decision-making councils and teams 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 college-wide meetings.

The Student Satisfaction Survey provides the College with information on how students perceive aspects of the College, including student services. 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, SMARTHINKING online tutoring became available for all students. Students can receive tutoring 24/7 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.

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. These needs are generally met through professional development

activities. New instructors participate in an orientation program, having a senior faculty member serve as their mentor. 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. 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. This collaboration between instruction and student development is evidenced in CASA's establishment of service-learning opportunities linking students to community and campus service positions related to their course of study. The development of an Honors Program has also been a CASA-sponsored project involving student development and instructional personnel.

When student affairs teams are formed to improve processes (such as new student testing and orientation, advising, career services) or address student needs (such as extracurricular activities), there is a very conscious effort to ask for faculty membership on the team. The formation of a work team includes a "who's not here session" to determine stakeholders that need to be represented. The alignment of curricular and co-curricular goals is reinforced by the inclusion of faculty members on student affairs teams.

### **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.

### **1P12 Student preparation for further study or employment**

Terra offers capstone courses in many of its technologies. These courses, typically offered during the student's final quarter, 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 activities, as well as those who participate in practicums or work experience. In the fall of 2006, all of the technical degrees in the engineering division will require co-ops.

Several of our 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/>. According to Terry Thomas, Executive Director of the Association of Community Colleges, six months after graduation, 2003 community college graduates were earning an average of \$34,000. He believes that it is hard to beat an associate's degree in terms of initial return on an investment.

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 TTC's 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. Terra has modeled its Associate of Arts and Associate of Science concentrations on the TAGs.

### **1P13 Measures of student performance**

The College's academic assessment program encompasses assessment of student learning at the course and program 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/academics/saaa/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 OBR 2002 Performance Report (<http://www.regents.state.oh.us/perfrpt/2002index.html>), Terra is performing better than other two-year institutions in terms of persistence to graduation. Of the first-time, full-time freshmen that began study in 1998 at Terra, 24% graduated from the institution and 28% graduated from some state institution. Similarly, 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 2001 to 2002 persistence of first-time, full-time, degree-seeking students was 57% 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 42% to 73%.

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.

Approximately 78% of all higher education graduates in Ohio remain in Ohio for employment, according to the Performance Report for Ohio's Colleges and Universities, 2004. During 2003, 88% of the spring graduates with an associate degree remained in Ohio for employment or to attend additional college (such as for a bachelors' degree). This has been consistent throughout the last five graduating classes.

The rate for Terra was higher than the state average, with 91% of Terra graduates either being employed or having attended 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.

In terms of salary, first-year full-time earnings for associate degree recipients in Ohio averaged \$34,400 for Spring 2003 graduates. A review of annual earnings for Spring 1999 graduates who were employed fulltime in Ohio during Fall 1999 indicates a 34% change, or an increase from \$31,293 to \$41,862 five years later.

**Employment and Earnings Trend for Sp '99 Associate Degree Graduates  
Who Began Working FT Within 6 Mos of Graduation Table Table 1.3**

SUBJECT AREAS	# EMPLOYED 1999	# EMPLOYED 2004	AVG. EARNINGS YEAR 1	AVG. EARNINGS YEAR 5	% CHANGE
Health	1,756	1,458	\$31,596	\$43,017	36%
Business	997	796	\$29,892	\$37,753	26%
Engineering	669	556	\$35,827	\$48,170	34%
Arts & Humanities	377	291	\$29,263	\$39,574	35%
Total Assoc. Degrees	4,663	3,775	\$31,293	\$41,862	34%

Performance Report for Ohio's Colleges and Universities, 2004

### **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 very competitive with other two-year colleges in the state of Ohio. Data from the OBR for 1998, 1999, 2000, and 2001 graduates shows that 82% of Terra graduates found employment in Ohio within 6 months of graduation. The range for other two-year colleges is 75% to 91%. The data also shows that 88%

of Terra graduates from these years were employed in Ohio and/or were attending further college in Ohio within 6 months of graduation. The range for other two-year colleges is 75% to 91%. The Ohio Board of Regents also collects data on the average years to degree completion for graduates earning associate degrees. Terra's graduates average 3.3 years to completion. The range for other two-year colleges is 2.7 to 7 years.

During the past five years some of the Terra's applied business and science programs have introduced capstone courses for students in their final quarter preceding graduation. The capstone courses provide students with an opportunity to complete a project that simulates actual production activity. The project requires the students to comprehensively use their acquired skills and knowledge. The instructor guides the students in project selection and monitors the students' progress. Students utilize business and industry contacts for consultation in the course. The capstone courses help students to exercise the skills that they have developed in their program of study. The introduction of capstone courses is needed in more of Terra's technical majors.

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 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 2002 OBR *Performance Report* the "graduates who were most likely to be employed in-state were associate degree graduates." Eight-two percent of Terra graduates (1998-2001) were employed and eighty-eight percent were either employed or continuing their education, according to this same report. (<http://www.regents.state.oh.us/perfrpt/2002index.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**

The need for new or improved programs is determined by student demand and driven by the College's environmental scanning process and advisory boards. The Curriculum Committee makes recommendations to CASA for all new curricula or changes to existing credit curricula. CASA explores additional issues such as those related to articulation, scheduling, and delivery methods. OBR guidelines are considered in all development and revision of programs and curricula. Under the supervision of CASA, the College has and continues to develop program specific articulation agreements with surrounding colleges and universities. It also maintains an approved OBR's Transfer Module, which virtually guarantees transfer of specific credit to any other institution in Ohio.

Curricula continue 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.

The College continues to expand its allied health offerings. 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 are also being offered. In the fall of 2005, a degree in Health Information Technology is being offered.

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 Assisting certificate program is planned for the fall of 2006 when Terra will take over the nursing program from LCCC, and 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.

As curriculums are revamped for the semester system, it is expected that new certificate programs will continue to be added.

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.

Library holdings continue to increase. In 2002-03, 1080 book volumes, 1,017 book titles, 163 sound recordings, and 48 video/DVDs were added to the library collection. In 2003-04, 1440 book volumes, 1,373 book titles, 119 sound recordings, and 87 video/DVDs were added. The 2003-03 year was a banner year for circulation of materials, which increased to 11,218. Circulation declined in 2003-04 to 5,410. Interlibrary loans received from other libraries were declined from 2003-03 to 2003-04 (1,391 to 1,164). Students seem to rely 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. According to the Center for Learning Achievement's annual assessment report, the number of students enrolling in CLA classes has increased from 426 students in 1996-97 to 718 students in 2003-04, while the total number of classes offered annually has remained relatively stable .

The Writing Center showed a moderate increase in student visits during the 2004-05 academic terms with 839 visits. During 2002-03, 753 students visited the Writing Center while in 2003-04, 407 students visited the center.

The Math Lab has increased the hours of coverage during the last few academic terms. During the 2003-04 academic year, there were 350 visits to the Math lab this increased to 679 during the 2004-05 academic year.

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.

Much was accomplished in the 2004-2005 academic year on the Action Project designed to enhance the assessment of general education learning outcomes. The Assessment Committee, which provides direction for this Action Project, developed general guidelines for the e-portfolio process and for the development of an orientation course. The committee review CAAP as a potential assessment instrument. Progress related to specific outcomes follows.

**Outcome: Development and introduction of a capstone course into the AA & AS curricula**  
During spring 2005, the two English faculty successfully piloted the capstone courses for AA & AS curricula, Humanities 290: Studies in Leadership. The course will be used as the capstone course for all AA & AS students in 2006-2007. The students' evaluation of the course was overwhelmingly positive, with many comments indicating the course would be a "valuable addition to the college curriculum." The instructors' evaluation of the course was also very positive, with their comments indicating continuing support and enthusiasm for the course itself, as well as gratitude for the opportunity to pilot it, so that it will be even stronger for the initial cohort of AA and AS students in the spring of 2007.

**Outcome: Development and introduction of an orientation seminar for all degree-seeking students**

The Assessment Committee recommends the development of an orientation course that will introduce students to not only the e-portfolio process but also to a number of other topics and issues that will be designed to help ensure their college success, including CAMS / student portal; library research, assessment of student learning / e-portfolio, study skills, CAS / TAGs / Transfer Module, computer literacy, first diversity writing assignment, program or degree specific activities, advising—planning and finalizing a degree, and the transition to college (or how to be an informed college student). The course will be offered as a 1 credit hour course via multiple formats—Internet, CD, and classroom delivery.

**Outcome: Development and implementation of a portfolio process for the assessment of the general education goals**

The committee

- Visited Rhodes State Community College to talk with staff and administrators there regarding the implementation of an e-portfolio process
- Determined that E-portfolio assignments will be embedded in courses including the orientation course, two technical courses (one early and one late in the curriculum), English composition, capstone course, and a psychology or sociology course.)
- Decided that in fall 2006, students will begin to submit assignments related to cultural diversity and writing skills
- Agreed that a sampling of portfolios would be reviewed annually
- Reviewed the CAAP literature and decided to recommend the purchase of CAAP tests for spring 2006 as a complement to the e-portfolio process for the assessment of general

education learning outcomes. Initially, tests in reading, writing, and mathematics will be administered.

**Outcome:** Providing professional development opportunities for faculty related to the assessment of student learning.

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 or on the Curriculum Committee or 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.

In addition, 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 worked on by a variety of implementation teams (See 8P1). Initiatives that relate to student learning include semester conversion, development of new programs, expansion/improvement of on-line instruction, revision of course scheduling, responding to diversity changes, and increasing certificates and credentialing.

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 present to four key constituencies: students, faculty, departments, and the community. Reports are delivered either at general faculty meetings, all campus meetings, or by public folders located on the campus Intranet. The faculty, departments, and administration use these reports to inform planning, budgeting, and resource allocation.

In addition, the College is moving forward with assessment planning for the AA and AS degrees. A Humanities course, HUM 270, *Leading by the Humanities*, has been developed and was taught for the first time in the spring of 2005. Students in the pilot class provided valuable feedback on the course content and structure, feedback that the instructors have taken into account in their revision of the course. This course is required of all Associate of Arts and Associate of Science students who began at Terra after the summer, 2005 term, and will support a portfolio process which will be implemented next year that documents general education and discipline-specific learning outcomes. The assessment of general education across all programs and disciplines will be enhanced in fall 2006 with the implementation of an e-portfolio and the use of CAAP.