

AQIP Category Three
UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Context for Analysis (C)

3C1 Student and stakeholder groups

3C2 Requirements and expectations

We have identified five distinct student and other stakeholder categories served by the College: Students-Credit, Students-Non-Credit, Four-Year Colleges and Universities, Employers, and the General Community. Each category is defined by key stakeholder needs, methods for building relationships, and key measures of success identified under one or more of the six Ends Policies established by the Board of Trustees and the resulting strategic objectives, indicators, and targets; Administrative Review; and/or the Ohio Board of Regents Performance Report (Table 3.1). The short-term (ST) and long-term (LT) requirements and expectations of student and other stakeholder groups are identified in Table 3.1.

**Stakeholder Categories, Needs,
Methods for Building Relationships and Key Measures Table 3.1**

| Stakeholder Category | Key Stakeholder Needs LT = Long Term ST = Short Term | Methods for Building Relationships | Key Measures EP = Board Ends Policy |
|----------------------|--|--|--|
| Students – Credit | Acquisition of needed skills and knowledge (LT and ST) | <ul style="list-style-type: none"> • Advising Technical Transfer PSEO Tech Prep • Class Offerings day, evening, weekend, distance • Placement Testing • C.L.A. Services • Tutoring • Writing Center • Math Lab • Learning Support Services • Liaison for Ethnic Diversity • Low student/instructor ratio | <p>Access & Opportunity (EP)</p> <ul style="list-style-type: none"> • Enrollment including: Headcount, F.T.E Diversity Program participation PSEO Tech Prep V-Tel / Distance Learning <p style="text-align: center;">Student Success (EP)</p> <ul style="list-style-type: none"> • Retention: In Term, Between Term • C.L.A. Participation • Tutoring Participation • Writing Center Visits • Math Lab Visits • Class size data <p style="text-align: center;">OBR Performance</p> <ul style="list-style-type: none"> • Success After Remediation • Graduation Rates <p>Student Satisfaction Survey</p> <ul style="list-style-type: none"> • Course Availability |

| Stakeholder Category | Key Stakeholder Needs LT = Long Term ST = Short Term | Methods for Building Relationships | Key Measures EP = Board Ends Policy |
|-----------------------------|---|---|---|
| | Accessible Services (ST) | <ul style="list-style-type: none"> • On-Line Registration • College Store • Evening Services • Security | <p>Access and Opportunity (EP)</p> <ul style="list-style-type: none"> • On-Line Registration • Student Satisfaction Survey • Service Satisfaction including registration, bookstore, evening, security, all student services |
| | Affordability | <ul style="list-style-type: none"> • Low tuition • Financial Aid Need based Merit based Training contracts • Targeted recruitment for employers with tuition reimbursement | <p>Access and Opportunity (EP)</p> <ul style="list-style-type: none"> • Tuition and Fees as compared to other Ohio community colleges • Financial Aid-availability and usage • WIA & TAA Aid-availability and usage • Guaranteed Scholarship-availability and usage • Employee sponsored enrollment |
| | Social and Physical Activities and Development (ST) | <ul style="list-style-type: none"> • P.T.K. • Student Senate • Intramural Sports • Intercollegiate Sports • Student Organizations • Honors Program | <p>Student Success (EP)</p> <ul style="list-style-type: none"> • Participation: P.T.K., Society of Plastics Engineers, Student Engineers, Student Senate, Honors, SIFE • Participation: Intramural Sports, Intercollegiate Sports |
| | Employment and/or Transfer (LT and ST) | <ul style="list-style-type: none"> • Career Services • Cooperative Education • Work Study • Internships • Advising & Transfer Services • Articulation Agreements • OBR Transfer Module • CAS • Semester Conversion | <p>Student Success (EP)</p> <ul style="list-style-type: none"> • Internship Participation • Graduation Rate • Transfer Rates • Work Study – Community Services Participation Rates • Cooperative Education Participation Rates <p>OBR Performance</p> <ul style="list-style-type: none"> • Employment Rates • Graduate Wages • Transfer Rates • Success after Transfer |

| Stakeholder Category | Key Stakeholder Needs LT = Long Term ST = Short Term | Methods for Building Relationships | Key Measures EP = Board Ends Policy |
|-------------------------------------|---|---|---|
| Students – Non-Credit | Acquisition of Knowledge and Skills | <ul style="list-style-type: none"> • ElderCollege • KidsCollege • Truck Driving Academy • Kern Center courses for continuing education | <p>Lifelong Learning (EP)</p> <ul style="list-style-type: none"> • ElderCollege Participation Rate • KidsCollege Participation Rate • Continuing education participation |
| Four-Year Colleges and Universities | Transfer students with strong academic foundations comparable to the four-year institution's curriculum | <ul style="list-style-type: none"> • Program advisory boards • Articulation Agreements • OBR Transfer Module • B.S. completion program options • Host four-year college recruiters | <p>Student Success (EP)</p> <ul style="list-style-type: none"> • Articulation Agreements <p>OBR Performance</p> <ul style="list-style-type: none"> • Student success at transfer institutions • Transfer Rates • Recruitment visits |
| Employers | Current and/or future employees' acquisition of: <ul style="list-style-type: none"> • Needed skills/knowledge • Cost-efficient learning | <ul style="list-style-type: none"> • Program advisory boards • DACUMs • Focus Groups • Strategic planning participation • Environmental Scanning • Technology partnerships • Partnerships to identify economic development needs • Partnerships with County Job and Family Services offices • SME, SPE • Targeted recruitment visits to local employers | <p>Administrative</p> <ul style="list-style-type: none"> • Program Reviews • Assessment of Student Learning <p>Community Relationships (EP)</p> <ul style="list-style-type: none"> • DACUMs Performed <p>OBR Performance</p> <ul style="list-style-type: none"> • Employment Rates • Graduate Wages <p>Institutional Vitality (EP)</p> <ul style="list-style-type: none"> • Strategic Planning • Tuition Reimbursement • Grants and donations • Development of programs for high demand health careers |
| General Community | <ul style="list-style-type: none"> • Fulfillment of education needs that are not met by other institutions • Support of local and regional activities | <ul style="list-style-type: none"> • Community Education and Outreach programs • Participation in community events • County Expo • Economic Development Partnerships • Focus Groups • Music Programs | <p>Community Relationships (EP)</p> <ul style="list-style-type: none"> • Community Events • Kern Center Events • Student Life Events • Partnerships • Survey results |

Processes (P)**3P1 Identifying, analyzing and responding to changing student needs**

The Administrative Council (AC), the Enrollment Management Council (EMC) and the Council for Academic and Student Affairs (CASA), hold joint responsibility for identifying changing needs of our student groups. Instrumental processes, which solicit input directly from students as a means of identifying changing needs, are the Noel-Levitz Student Satisfaction Survey (completed every other year), Assessment of Student Learning, and topic-specific focus groups. These primary processes provide input into all of the identified student needs (Table 3.1).

Secondary processes, which primarily identify other stakeholder needs but which provide input into student needs as well, include surveys and focus groups through strategic planning, program advisory boards, targeted employer recruitment, counterpart meetings with university personnel, development of articulation agreements, maintenance of the Transfer Module (state-wide transfer agreement), and the use of DACUMS to determine appropriate program competencies. These secondary sources provide input into program and course changes that directly affect the “acquisition of needed skills and knowledge.”

The data received directly from student groups is incorporated into the strategic planning process of the College (Figure 3.1). With a focus on the six Ends Policies of the Board of Trustees, the Administrative Council leads the development of Strategic Plan. For each Objective, there is one or more Strategic Indicators and an Improvement Target that is three to five years in the future. Monitoring reports are presented to the Board of Trustees.

The College goals become the focus for department and division goal setting, and the identification of individual goals (Figure 7.2 on 7C2). This process of planning, improving and monitoring is used to both analyze and select a course of action for identified changes in student needs.

3P2 Building and maintaining a relationship with students

The College builds and maintains student relationships using the following processes:

1. Student representation on CASA and the Semester Conversion Team.
2. Feedback from Student Satisfaction Surveys, Focus Groups, Complaints, Assessment of Student Learning, and Instructor Evaluations
3. Student focused publications (newsletters, the website, e-mail, etc.)
4. Informal conferences between students and faculty and staff members
5. Events for students (advising days, student appreciation lunches, music concerts, theater productions, intercollegiate and intramural athletics)
6. Workshops for students (career decision-making, financial aid, study skills, job search)
7. Targeted informational mailings (course registration information, consumer information, semester conversion updates, curricular updates)
8. Meetings with student organizations (Student Senate, Phi Theta Kappa, SIFE, SPE).

3P3 Identifying, analyzing and responding to changing stakeholder needs

The identification of changing student and stakeholder needs involves surveys and focus group meetings on-campus and in the community as part of the strategic planning process. The surveys and focus groups address broad (a) political; (b) economic; (c) social, lifestyles, and values; (d) technology; (e) demographics; (f) labor force; and (g) education issues and constituents. Information selected for review is based upon the potential impact to the College and/or its service district. The Board of Trustees recently updated the College's mission and vision statements in response to information gathered from stakeholders through the strategic planning process. The Board has approved the 2004 Strategic Plan and followed up with approval of the 2005 Strategic Plan including the continuation of several initiatives and the addition a few new ones.

In addition, those secondary processes discussed in 3P1 become, for other key stakeholder groups, primary processes for identifying changing needs (program advisory boards, targeted employer recruitment, employer satisfaction surveys, counterpart meetings with university personnel, development of articulation agreements, maintenance of the Transfer Module (state-wide transfer agreement), and DACUMS). These processes, when combined with strategic planning and active college participation in district economic development organizations, chambers of commerce, social service agencies, and local, state and federal governmental agencies, are the primary means of identifying the changing needs of other key stakeholder groups.

The process for analysis and action on the information received from these sources is the same as discussed in 3P1 and illustrated in Figure 3.1.

3P4 Building and maintaining a relationship with key stakeholders

The College builds and maintains its relationship with key stakeholders through two primary processes. The first process is designed to actively solicit stakeholder participation in the College. This is accomplished through the use of Program Advisory Boards, field experts in the DACUM process, key informant surveys and focus groups to solicit stakeholder input, and involvement of community leaders and other key stakeholders in the strategic planning process. Local school, business, industry, and political leaders are also invited on-campus regularly by the President to learn about the College and explore opportunities for support and collaboration.

The second process is designed to provide the active support of the College for key stakeholder activities. This includes a wide variety of efforts ranging from providing facilities and personnel support for Chamber of Commerce and Economic Development seminars, hosting of legislative "town meetings," holding media days, and hosting and judging specific events such as Science Fairs, DECA competitions, 4H events, VICA competitions, and Tech Prep events.

These processes are supplemented with the active participation of College personnel in critical community organizations (chamber, economic development, United Way, WIA, etc.) and with a coordinated process of communication via publications, radio, newspaper and TV information, and the College website.

3P5 Determining new student and stakeholder groups

The planning, implementing and monitoring processes discussed in 3P2 and illustrated in Figure 3.1 are the primary processes used to determine if the educational offerings and services of the College should address new student and stakeholder groups. As a result of this process, the College has added the ElderCollege, implemented intercollegiate athletics, developed a distance learning capacity (including video-based, internet-based, two-way interactive television with area high schools for advanced courses, two-way interactive television offerings with regional universities which enable local completion of the baccalaureate degree), established off-campus program offerings, and made multiple changes in existing curricula. The College is struggling with cost and student participation issues with intercollegiate athletics in relation while facing significant costs in the starting of new instructional programs. New programs have been added, including the Associate Degree of Nursing, Medical Coding Certificate, Phlebotomy Certificate, Pharmacy Technician training, State Tested Nurses Aid training, 1+1 programs in Respiratory Care and Dietetics Technician with area colleges, Real Estate major within our Marketing degree, the Associate Degree of Applied Science in Health Information Technology. Additional health technology programs are being considered as well as Hospitality Management courses in our applied business degrees. All of these additional programs are in response to employment demands in our service area.

3P6 Collecting, analyzing complaint information and communicating actions

Complaint information is collected through various formal and informal processes. Formal processes are clearly defined in the Student Handbook received by each in-coming student and available in all divisional offices and on the College website. The student appeals and judicial processes serve as the formal structures students can use to express concerns regarding financial charges, conduct discrepancies, and academic concerns.

Deans in all divisions hear complaints from students in individual meetings, through e-mail messages, and through forums and meetings with various constituent groups. The Student Senate provides a forum for students to express concerns. These informal processes are used to identify and respond to student concerns on a daily basis and are instrumental in resolving concerns and/or disagreements before they become formal complaints.

The data gathered from both the formal and informal processes of the College is collected and analyzed by the AC, CASA, and EMC. Where a trend is identified in the complaints received, these are forwarded to the appropriate council for research and recommended changes in policy and/or procedures. In most instances a chartered team made up of the appropriate stakeholders researches the problem and makes a recommendation for correction. The councils consider these recommendations and approves policy and/or procedural changes. Policy changes are presented to the Board of Trustees for their approval.

There are multiple methods used to communicate the action taken to address a complaint. These include the following: 1) Action taken on individual formal complaints is communicated directly to the student bringing forward the complaint. This communication is done in writing and follows the process established by the Student Handbook; 2) Action, taken on individual informal complaints, is communicated verbally to the student bringing forward the complaint;

3) Changes in policy or processes as a result of divisional or council review and analysis of a complaint is provided through policy (Student Handbook) and through various publications (Catalog, the student newsletter, College website, and e-mail).

3P7 Determining student and other stakeholder satisfaction and measuring and analyzing results

Student and other stakeholder satisfaction is determined through surveys, evaluations, focus groups and informal conferences. The Noel-Levitz Student Satisfaction Survey is conducted bi-annually. Other measurements as described above occur quarterly or annually as a part of the monitoring processes of the College. Those measures that address student and other stakeholder satisfaction are incorporated in four of the six Ends Policies – Access and Opportunity, Student Success, Lifelong Learning, and Community Relationships and include:

1. *Access and Opportunity measures* – Enrollment (multiple measures), student demographics (race, age, residence), program measures (Tech Prep, P.S.E.O., V-Tel, Distance Learning, use of technology), and service measures (use of on-line registration, tuition and fee trendline and comparison data, availability and use of financial aid—federal, state, local, scholarships, WIA);
2. *Student Success measures* – Students with disabilities (number of students with disabilities, intervention plans), students in need of remediation (number identified, number remediated, success after completion of remediation), student placement (job placement, transfer), retention (first-time, full-time degree seeking students, within term, distance learning, cohort group from fall to winter), and co-curricular opportunities (number of participants, participant satisfaction, number of opportunities provided, Student Activities Center usage, co-op participation, intramural sports);
3. *Lifelong Learning measures* – ElderCollege and KidsCollege enrollment (membership and participation), organizations served by the Kern Center for Community and Economic Development, number of business and industry employees served, non-credit open enrollment, Kern Center revenue trendline, enrollment (Tech Prep, P.S.E.O., Tech Prep students enrolled post high-school);
4. *Community Relations measures* – Community, Kern Center, and student life events (number, participants), recruitment activities and results (prospective pool, applicant pool, yield rate), number of DACUMs completed, and College participation in community organizations and/or events; and
5. *Ohio Board of Regents Performance Report measures* -- two-year institutional comparisons:
 - a. *Access and Opportunity* related measures (Headcount, First Generation College Students, Family Income Less than \$50,000, Tuition and Fees, Financial Aid (Federal, State, Institution); and
 - b. *Student Success* related measures (Characteristics of faculty teaching first-year students, students entering without a college prep curriculum, success in college level coursework in English, success in college level coursework in math, cohort persistence of in-state, full-time, degree-seeking first year students, number of associate degrees awarded, graduation rate, years to degree completion, average credits to degree completion, and employment and schooling outcomes).

Results (R)

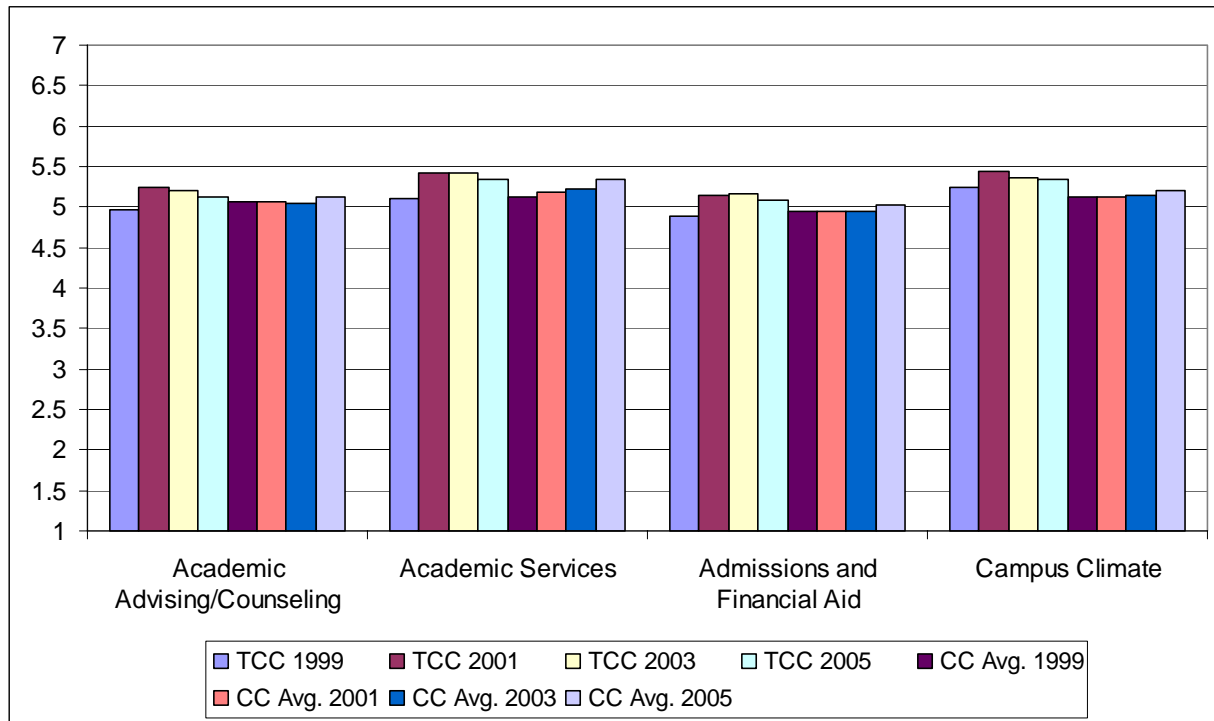
3R1 Student satisfaction results

Terra has regressed slightly in several categories of student satisfaction since our last data collection in 2003. As indicated below, we track the following satisfaction indicators: Academic Advising/Counseling, Concern for the Individual, Registration Effectiveness, Instructional Effectiveness, Safety and Security, Campus Climate, Academic Services, Student Centeredness, Responsiveness to Diverse Populations, Campus Support Services, Admissions and Financial Aid, and Service Excellence.

Figures 3.1a, 3.1b, and 3.1c indicate improvement in each category from the baseline year (1999) to 2003 with some regression in 2005. Terra rates above the community college average in each category. For individual questions (which address specific educational and service functions), where significant gaps exist between what students believe “it” should be and how “it” is, process improvement teams have been chartered to address these gaps.

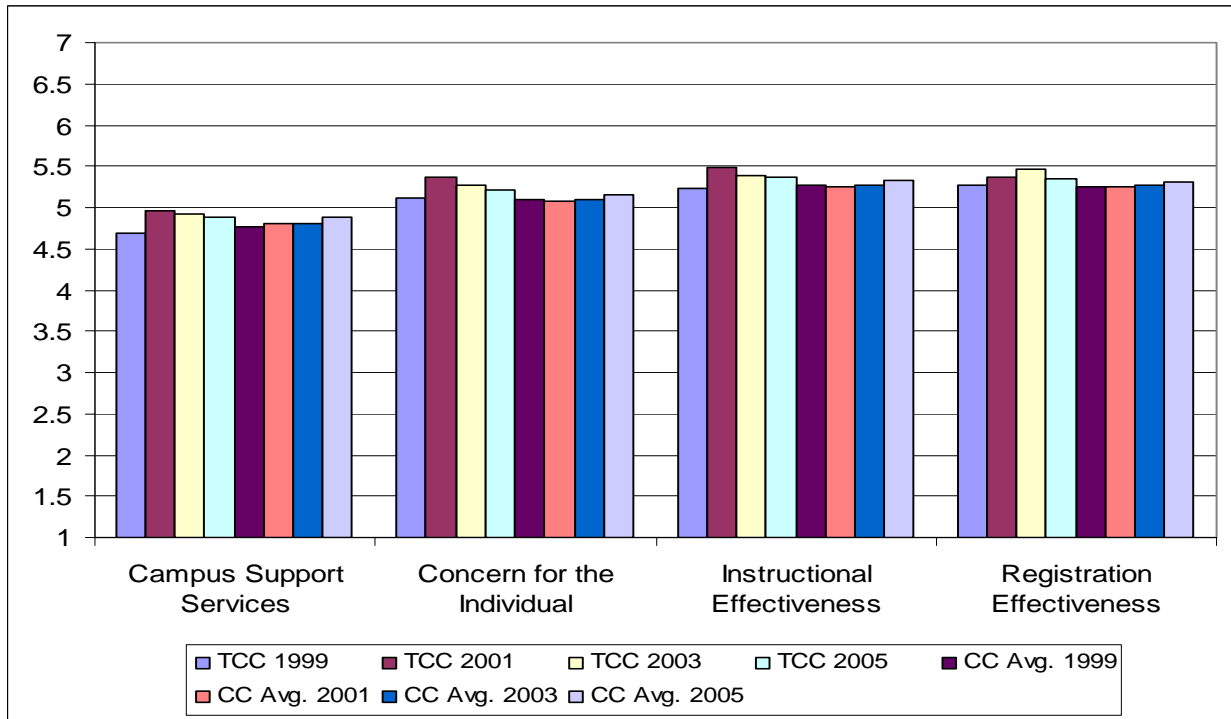
Summary Results—Student Satisfaction

Figure 3.1a



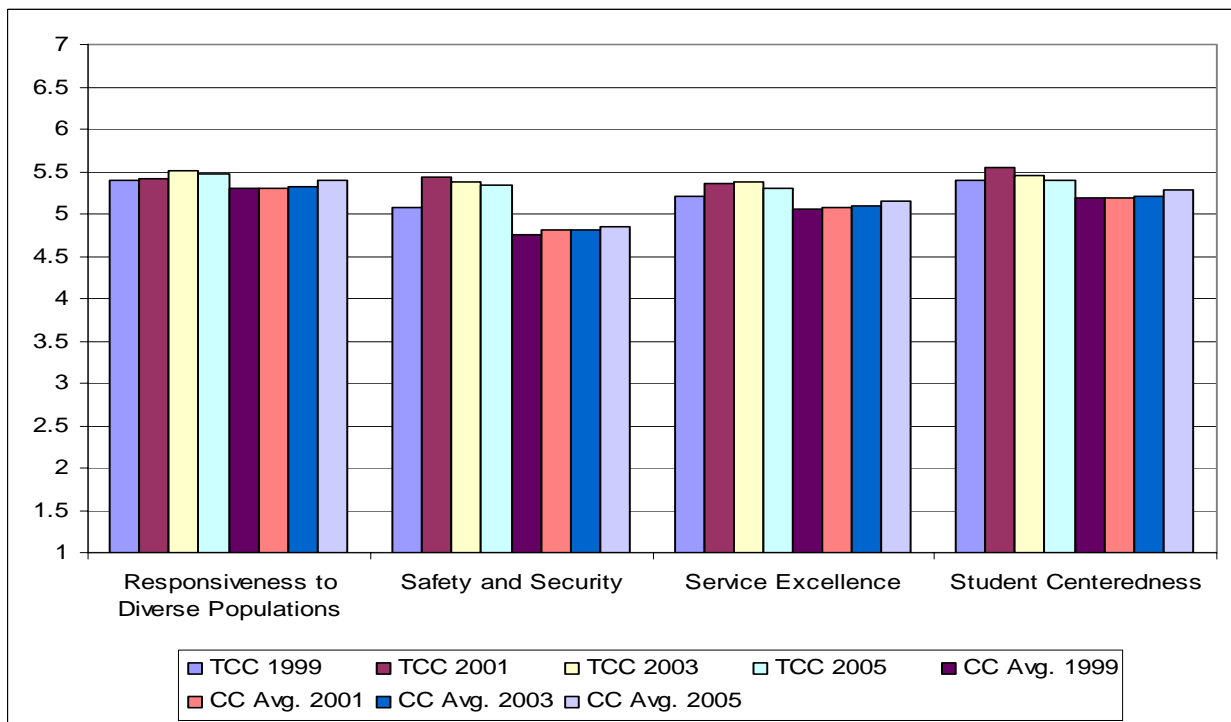
Summary Results—Student Satisfaction

Figure 3.1b



Summary Results—Student Satisfaction

Figure 3.1c



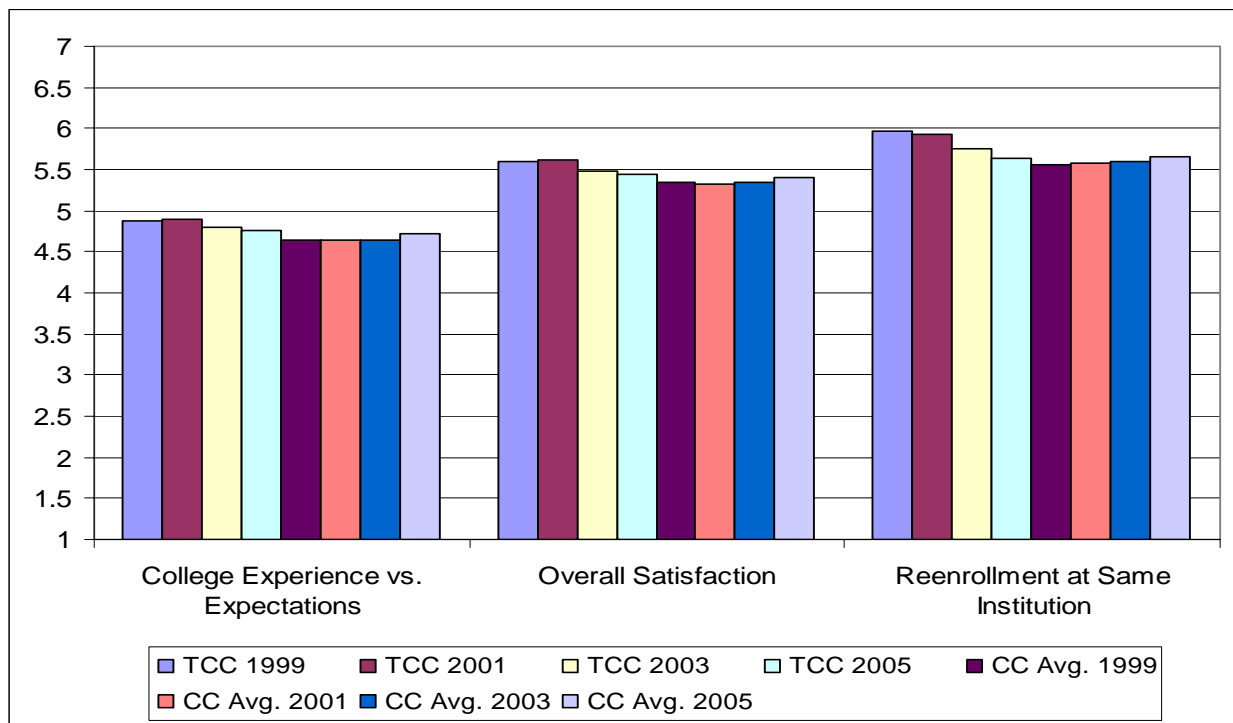
3R2 Student relationship building results

Specific items on the Noel Levitz Student Satisfaction Survey have indicated a high degree of satisfaction with the programs and services of the College. While the response from 1999 to 2005 dropped slightly for Terra, students indicated that they would enroll again at the College (Figure 3.1d) at a slightly rate higher than that of other community colleges nationwide. Likewise, the students' response to comparing their experience at Terra to what they expected (Figure 3.1d) dropped slightly from 1999 to 2005, yet was more positive than the community college average. And finally, Terra students' rating of their overall college experience (Figure 3.1d) dropped from 1999 to 2005, but remained higher than the community college average. The College has improved learning support services for students' with disabilities and special needs. Students' satisfaction with academic services showed a marked improvement in the 2005 survey. Students continue to respond to the safe and secure campus environment and the personal attention received as indicated by the strong responses in student centeredness.

In response to the slight overall regression in several of the student satisfaction areas and enrollment data that indicates a decline in the number of students returning a second year to complete degree work, the Vice President of Academic and Student Affairs has initiated strategic efforts to address these issues through a cross-functional student retention team.

Summary Results—Student Satisfaction

Figure 3.1d



3R3 Stakeholder satisfaction results

Results of key stakeholder satisfaction are monitored under two Ends Policies: *Community Relationships* and *Lifelong Learning*. In each community category (KidsCollege, ElderCollege, continuing education, participants, and organizations served), improvement is shown. This data is shown in 2R1.

Other measures of College support of key stakeholders include the number of economic development partnerships, such as with the Sandusky County Economic Development Corporation, providing one-stop services for the five county WIA Board, hosting the Small Business Development Center and hosting workshops and seminars (such as “The China Challenge”).

3R4 Stakeholder relationship building results

As reported in 2R1, the primary results for building relationships with key stakeholders are reflected through increased participation in the programs of the College. In addition, the College has built a firm relationship with employers through Advisory Boards. Each applied degree program meets at least once annually with an Advisory Board to review and solicit input on curricula, enrollment, recruitment, and job placement. In addition, one to two DACUMs are held each year to solicit feedback from area employers regarding curricula for specific programs.

A unique opportunity to build relationships with industry partners has been afforded by the College receiving the Society of Manufacturing Engineers (SME) Education Foundation award. Terra was one of four recipients of the 2002 grants geared to advance educational opportunities in manufacturing, engineering, science and technology.

Technically, the grant will be used to develop a Center for Integrated Manufacturing Solutions, revise the current manufacturing curriculum and renovate technology labs. But, practically, it will provide second-year students the opportunity to work on industry projects while they work towards a certificate or degree in Engineering Design, Computer Automated Design (CAD), Integrated Manufacturing/Robotics or Industrial Electricity. Curriculum changes will allow the student to work for one full academic year on each project from design through implementation using the latest manufacturing processes and equipment. Each project will be developed in collaboration with an industry partner and will represent a “real-world” project.

The past two summers, 2003 & 2004, College personnel from all instructional and student affairs departments visited the human resource managers and/or business managers of 120 local employers to promote ways the College can help meet their needs. This has been a good relationship-building endeavor.

3R5 Results comparisons

Wherever available, nationally normed data is provided in 3R1 through 3R4. While not illustrated in this section of the Terra portfolio, all OBR Performance Report data includes individual college scores from throughout Ohio on each item measured.

Improvement (I)

3I1 Improvement of current processes and systems

The Administrative Council is responsible for the planning and monitoring processes of the College. These processes, including the identification of and improvement of our processes that address changing student and other stakeholder needs, are reviewed annually and improved

where possible. The AC considers the opportunities for improvements in relation to the College's strategic plan. Implementation teams including a functional cross-section of College personnel are assigned the task of moving the improvements forward to eventual completion. Current implementation teams include: the semester conversion team, supporting the manufacturing base team, the technology initiatives team, the academic assessment team, the targeted marketing team, the new programs team, and the Student Retention Team.

3I2 Targets, improvement priorities, communications

Using the results from surveys, focus groups and other processes cited above, the AC, CASA, and EMC establish both short- and long-term improvements which address identified concerns and/or weaknesses. Institutionally, these goals are focused through the identification of goals in the strategic plan targeting each of the Ends Policies. Institutionally, these goals are focused through the identification of Strategic Objectives, Indicators and Long Term (3 to 5 year) Targets for each Ends Policy. Both current results and improvement priorities are presented to the Board of Trustees on a predetermined annual calendar, to faculty and staff at all-campus meetings, are shared with student groups which are active in the improvement initiatives of the campus, and are available through public folders. In prior years, results of the Student Satisfaction Survey have been shared with the general community through a coordinated recruitment campaign as a means of validating student satisfaction with the College.