

The Year in Review 2005-2006

The College has been engaged in the assessment of student learning, in compliance with a mandate of the Higher Learning Commission of the North Central Association of Colleges and Schools, since the mid-nineties. Assessment of student learning languished from 2000-2004 in the absence of a chief academic officer. 2005-2006 was the third year in the College's efforts to re-ignite the Assessment of Student Learning on Terra's campus. While assessment activities are increasing in number, the revitalization has been slowed by the time and energy required of the faculty and academic administrators in the conversion from quarters to semesters and by the loss of key faculty through retirement. In addition, because of curriculum changes related to semester conversion, faculty needed to review and revise their assessment processes and activities.

The College's renewed efforts coincided with a stronger statement in 2003 from the Higher Learning Commission of the North Central Association of Colleges and Schools, Terra's accrediting body (Attachment I), regarding its commitment to and the importance of the assessment of student learning. The statement stresses that assessment be structured, ongoing, and that the results should be used to inform program development, curriculum revision, and unit and organizational budgeting.

According to the Commission, the assessment strategy should be informed by the organization's mission and include explicit public statements regarding the knowledge, skills, and competencies students should possess as a result of completing course and program requirements; it also should document the values, attitudes, and behaviors faculty expect students to have developed. Moreover, while strong assessment should provide data that satisfy any externally mandated accountability requirements, its effectiveness in improving student learning relies on its integration into the organization's processes for program review, departmental and organization planning, and unit and organizational budgeting.

Assessment occurs at three levels: course, program, and institution. All programs are involved at the *course level* and fifteen of nineteen applied degree programs are engaged at the *program level* (15/18 in 2004-2005 and 12/18 in 2003-2004). Course assessment has always informed program and curriculum changes, but the institution is in the early stages of gathering trend data from program assessment to inform curriculum changes.

While faculty are getting more proficient at measuring student success related to the program learning outcomes, they often struggle with the *institutional level* assessment of general education learning outcomes in technical programs. An AQIP project, begun in 2004, was designed to enhance the assessment of general education outcomes across the programs and disciplines. Due to the efforts of the faculty who served on the Assessment Committee and numerous other faculty and staff, several projects that have resulted from this action project are being implemented. In spring 2005, three faculty piloted the use of Collegiate Assessment of Academic Proficiency (CAAP) to assess writing and math skills and in fall 2006, the e-portfolio process was implemented to assess writing skills and understanding of cultural diversity. As of fall 2006, the new *GEN 1000, Orientation* is required of all new degree-seeking students. This course has a module devoted to explaining the assessment of student learning and the use of the e-portfolio in assessment. In addition, another module requires students to write an essay on a topic related to cultural diversity and to upload that to their e-portfolios.

Faculty for each applied degree program, as well as for the Associate of Arts and the Associate of Science degrees, have completed matrices that link general education learning outcomes and program/degree-specific learning outcomes to appropriate measurements (e.g., CAAP, E-portfolio, course, etc). An example matrix, developed by the Mechanical Engineering faculty, is available as Attachment 2. Matrices for other programs may be viewed at <http://www.terra.edu/about/assessment/matrices.asp>.

PROGRAM / DISCIPLINE ASSESSMENT

Classroom Assessment Activities

All programs were involved in course level assessment in 2005-2006, and fifteen of nineteen applied degree programs were engaged in the assessment process at the program level (Figure 1). Of the three programs not engaged, one did not have full-time faculty overseeing the program and another is a new program still developing curriculum and an assessment process.

Assessment Activities by Program	Figure 1
Applied Degree Programs	Number of Assessment Activities
Accounting	2
Architecture	0
Business Management	4
Computer Systems	1
Digital Media	0
Early Childhood Education	2
Heating Ventilating & Air Conditioning	1
HIT	0
Industrial Electricity	2
Law Enforcement	2
Marketing	2
Manufacturing Engineering	3
Music Technology	1
Office Administration	1
Plastics	4
Power Technologies	0
Robotics	2
Social Work	1
Welding	1

AA/AS

The Associate of Arts and Associate of Sciences faculty assess Terra's general learning outcomes, which align with those required by the state to be covered by an institution's transfer module. A matrix, available at <http://www.terra.edu/about/assessment/matrices.asp>, lists the specific outcomes covered by specific courses.

Survey Results From Advisory Boards

In fall 2005, a pilot group of four program Advisory Boards completed surveys designed to determine employer perceptions of student/graduate performance related to specific program learning outcomes as well as the institution's general education learning outcomes. In fall 2005, Advisory Boards for thirteen programs completed surveys. For the most part, employers were satisfied with the performance of students/graduates related to program learning outcomes, but expressed concerns related to general education learning outcomes, particularly communication skills.

Trend Data

The Director of Institutional Research provides trend data to programs that have been engaged in assessment for multiple years. Faculty can use this data to determine which learning

outcomes need increased emphasis, to see improvement results in assessment based on curricula changes, and to notice differences between cohort groups, e.g. evening versus day programs. The data referenced below can be found at <http://www.terra.edu/about/assessment/trenddata.asp>.

Accounting

ACC241, Cost Accounting students have demonstrated average and above average results for general education competencies, based on three-year trend data. The majority of these students have demonstrated good and above ratings for program learning outcomes.

Early Childhood Education

ECE112, Introduction to Early Childhood Education, best practices plans were assessed based on developmental domains. This benchmark data indicated that 76% of the plans were rated at competent or above.

Industrial Electricity

In spring 2006, 67% of students in *EET240, Motor Controls* scored above competent, while 24% achieved a competent rating; the percent of students scoring below competent levels has increased over the last six years, to the present 9%. Faculty attribute some of this decline to a tightening of evaluation standards over the years. A rubric for competency evaluation was added during the last two years, which should help stabilize the assessment process.

Manufacturing Engineering

Two-year trend data for *MET132 CNC Milling I* shows two-year trends of varying degrees of competency for entering manufacturing engineering students for program learning outcomes.

For *MET250 CAD/CAM I*, trend data shows students receiving overall ratings of 3 (average) or better. Many of the same competencies are reviewed both in *MET132* and *MET250*. Over time, assessment results for these two courses will give clear indications of student learning from the beginning to the end of the program.

Management

Trend data in *MGT121, Human Resource Management* suggests varying degrees of knowledge and abilities in both general education and technical competencies for students in this first-year management course. Trend data for this entry-level course is monitored and compared to trends in two of the second year courses.

Students in *MGT256, Small Business Development and Application* score higher overall and in specific competency areas for both technical and general education, as compared with students in *MGT121*.

Students in *MGT270, Management Project* score better than students in *MGT 121* and *MGT 256*, as shown through three-year trend data.

Plastics

Five and six-year trends are available for the following courses in Plastics Technology: *PET130, Blow Molding*, *PET211, Visual Color Matching*, and *PET233, Color Evaluation*. In *PET130*, 98% of the students average competent or above in outcomes measures. In addition, students in *PET 233* score higher than students in *PET211*, a prerequisite course.

Robotics

Benchmark data for *ROB101* shows 88% of students scoring at competency levels of average or better; in *ROB201 Robotic Operations I*, 85% of students score at a competency level of average or better.

GENERAL EDUCATION LEARNING OUTCOMES

In 2005-2006, based on a review of the existing general education learning outcomes, the faculty modified those outcomes to align with the general education outcomes required of courses in the Ohio Transfer Module. The general education learning outcomes that the Terra faculty deem essential for all college-educated adults state that students will

1. Communicate effectively
2. Evaluate arguments in a logical fashion—Students will be able to demonstrate competence in problem solving in communication, mathematics, and in team settings.
3. Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and society
4. Employ the methods of inquiry characteristic of natural sciences, social sciences, mathematics, and the arts and humanities
5. Engage in our democratic society

Learning Outcomes 1-3 are measured for all students through the CAAP assessment (Writing and Mathematics) and through the e-portfolio (Writing and Cultural Diversity). Outcomes 1 and 2 are assessed through course and program assessment for applied degree programs. Learning Outcomes 1-5 are assessed in specific courses included in the Transfer Module.

Course Level Assessment

Figure 2 presents data gathered on general education outcomes from course level assessment. Students in second year courses performed significantly better on all five outcomes than first year students performed. The improved results can be attributed to at least two factors: 1) the efforts of faculty who include the general education outcomes in many courses; and 2) the attrition of less well-prepared students.

General Education Outcomes FY 2006

Figure 2

100-level courses	Score 1 (low)	Score 2	Score 3	Score 4	Score 5 (high)	Avg. Score
Develop effective communication skills						
Research	26%	63%	11%	0%	0%	1.8
Use conventions of standard English	30%	63%	7%	0%	0%	1.8
Use mathematics in problem solving						
Modeling	0%	25%	42%	17%	17%	3.3
Reasoning	0%	29%	38%	17%	17%	3.2
Connecting with other disciplines	0%	25%	42%	17%	17%	3.3
Communicating	0%	25%	42%	17%	17%	3.3
Using Technology	0%	25%	42%	17%	17%	3.3
Develop mathematical power	0%	29%	38%	17%	17%	3.2
Number sense	0%	19%	43%	19%	19%	3.4
Probability and statistics	0%	29%	21%	33%	17%	3.4
Work effectively in a team setting						
Problem Solving	37%	63%	0%	0%	0%	1.6
Modeling	0%	22%	59%	19%	0%	3.0

Understand cultural differences and how to work effectively						
Impact of cultural differences	0%	33%	56%	11%	0%	2.8
Social Responsibility						
Citizen's responsibility	0%	19%	53%	19%	0%	3.0
200-level courses	Score 1 (low)	Score 2	Score 3	Score 4	Score 5 (high)	Avg. Score
Develop effective communication skills						
Research	0%	22%	28%	36%	14%	3.4
Evaluate sources	0%	7%	27%	47%	20%	3.8
Organize	0%	7%	29%	32%	32%	3.9
Synthesize	0%	7%	29%	50%	14%	3.7
Document sources	0%	7%	29%	50%	14%	3.7
Listen	0%	0%	0%	0%	100%	5.0
Collaborate	0%	0%	75%	25%	0%	3.3
Use conventions of standard English	0%	12%	29%	43%	16%	3.6
Communicate effectively orally	0%	10%	46%	40%	4%	3.4
Develop professional skills	0%	6%	25%	44%	25%	3.9
Use mathematics in problem solving						
Problem solving	0%	0%	43%	32%	25%	3.8
Modeling	0%	0%	0%	50%	50%	4.5
Reasoning	0%	2%	48%	29%	21%	3.7
Connecting with other disciplines	0%	2%	48%	29%	21%	3.7
Communicating	0%	2%	47%	31%	20%	3.7
Using Technology	0%	0%	0%	0%	100%	5.0
Develop mathematical power	0%	0%	0%	0%	100%	5.0
Number sense	0%	2%	48%	29%	21%	3.7
Symbolism and algebra	0%	0%	0%	50%	50%	4.5
Work effectively in a team setting						
Problem Solving	7%	10%	33%	47%	3%	3.3
Modeling	7%	13%	40%	37%	3%	3.2
Reasoning	0%	0%	0%	100%	0%	4.0
Understand cultural differences and how to work effectively						
Impact of cultural differences	0%	13%	53%	27%	7%	3.3
Social Responsibility						
Citizen's responsibility	18%	14%	18%	41%	9%	3.1
100 and 200 level courses	Score of 1 (low)	Score of 2	Score of 3	Score of 4	Score of 5 (high)	Avg. Score

Develop effective communication skills							
Research	9%	36%	22%	23%	9%		2.9
Evaluate sources	0%	7%	27%	47%	20%		3.8
Organize	0%	7%	29%	32%	32%		3.9
Synthesize	0%	7%	29%	50%	14%		3.7
Document sources	0%	7%	29%	50%	14%		3.7
Listen	0%	0%	0%	0%	100%		5.0
Collaborate	0%	0%	75%	25%	0%		3.3
Use conventions of standard English	9%	28%	22%	29%	11%		3.0
Communicate effectively orally	0%	10%	46%	40%	4%		3.4
Develop professional skills	0%	6%	25%	44%	25%		3.9
Use mathematics in problem solving							
Problem solving	0%	0%	43%	32%	25%		3.8
Modeling	0%	19%	31%	25%	25%		3.6
Reasoning	0%	11%	44%	25%	19%		3.5
Connecting with other disciplines	0%	10%	46%	25%	19%		3.5
Communicating	0%	10%	45%	26%	19%		3.5
Using Technology	0%	19%	31%	13%	38%		3.7
Develop mathematical power	0%	22%	28%	13%	38%		3.7
Number sense	0%	7%	46%	26%	20%		3.6
Symbolism and algebra	0%	0%	0%	50%	50%		4.5
Probability and statistics	0%	29%	21%	33%	17%		3.4
Work effectively in a team setting							
Problem Solving	21%	35%	18%	25%	2%		2.5
Modeling	4%	18%	49%	28%	2%		3.1
Reasoning	0%	0%	0%	100%	0%		4.0
Understand cultural differences and how to work effectively							
Impact of cultural differences	0%	23%	54%	19%	4%		3.0
Social Responsibility							
Citizen's responsibility	8%	16%	43%	29%	4%		3.0

CAAP

Figure 3, which presents benchmark data from the College's first use of the Collegiate Assessment of Academic Proficiency (CAAP), provides overall data in writing and mathematics, as well as subsections of writing (usage/mechanics and rhetorical) and mathematics (basic algebra and college algebra). The data shows that writing scores were statistically lower than the national averages at a level of significance, while scores in mathematics were not statistically different than the national averages. Scores for sections have ranges of 40 (low) to 80 (high), while subsections have ranges of 5 (low) to 25 (high).

In the future, the College will be able to compare student performance to entry level performance on the placement test—COMPASS.

CAAP Results**Figure 3**

Section/subsection	Terra Average Score	National Average Score
Writing	62.2	64.3
Writing: Usage/Mechanics	15.9	17.1
Writing: Rhetorical	16.3	17.2
Mathematics	58.0	58.0
Math: Basic Algebra	15.0	15.3
Math: College Algebra	15.5	15.1

Survey Results From Advisory Boards

As mentioned earlier in this report, advisory board members generally express greater concerns related to general education learning outcomes than they do to program specific learning outcomes. In 2005-2006, communication skills and understanding of cultural diversity were most often mentioned by advisory board members as areas of concern

Student Satisfaction Survey

On alternate years, students are asked to complete a satisfaction survey. In spring 2005, 611 students responded to the survey. The data collected from this survey helps the college assess strengths and opportunities for improvement related to instruction and student support services. The college has added 10 questions to the survey (Attachment 3) related to general education and program learning outcomes.

The survey measures both how students perceive the College is performing on each item and the importance they attach to that item (Figure 4). The performance gap between student perceptions and the perceived importance of each item is less than 1.5 (below the level of significance) in all areas, indicating that the students are generally satisfied with instruction related to learning outcomes. The students rated the College at or above 5.0 for each item on a scale of 1 - 7. Five indicates somewhat satisfied, 6.0 is satisfied, and 7.0 is very satisfied. Figure 5 shows that student responses to questions regarding instruction related to learning outcomes have remained relatively unchanged over the last two surveys.

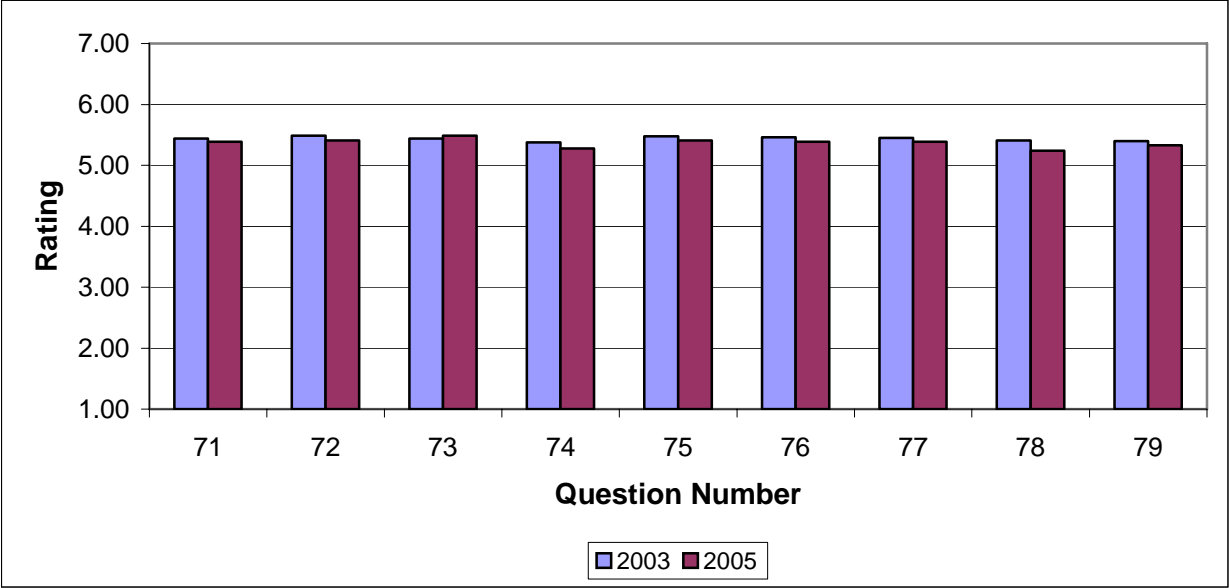
Students also indicated on the survey that they were provided with the basic technical competencies necessary to be successful on the job with a score of 5.49 out of 7.0.

Student satisfaction with general education instruction**Figure 4**

SURVEY ITEM	2003 Score (out of 7)	Performance Gap	2005 Score (out of 7)	Performance Gap
Math	5.49	0.35	5.41	0.32
Communication	5.44	0.51	5.39	0.49
Team Building	5.45	0.46	5.39	0.47
Cultural Diversity	5.41	0.33	5.24	0.49
Social Responsibility	5.40	0.34	5.33	0.40
Basic Technical Competencies	5.44	0.54	5.49	0.55
Getting Along With Others	5.38	0.36	5.28	0.38
Professional Attitude and Self-confidence	5.48	0.43	5.41	0.54
Analyzing situations and making appropriate decisions	5.46	0.45	5.39	0.49
Prepared academically for further education	5.61	0.55	5.59	0.55

Student satisfaction

Figure 5



ASSESSMENT HIGHLIGHTS COURSE, PROGRAM, AND COLLEGE-WIDE ASSESSMENT

Assessment occurs at three levels at the college—in individual courses to check student mastery of course content, at the program level to measure student progress related to program learning outcomes and college-wide general education learning outcomes, and at the institutional level to measure student growth related to the faculty-defined general education learning outcomes.

CIS—course level

In all the application courses, which include *Computer Fundamentals*, *Introduction to Spreadsheet Applications*, *Microcomputers for Business*, and *Database Applications*, CIS faculty are using an online assessment and training program. Skills Assessment Manager (SAM) allows faculty to test skills-based applications in a simulated hands-on environment. They can also incorporate any of the publisher's test banks in this assessment tool. SAM is also being used to remediate students in Windows XP, Word 2003, PowerPoint 2003, Access 2003 and Excel 2003 skills, based on individual results of each application's assessment. This is especially beneficial for online students who do not have an instructor immediately available to them.

Most students have found this form of testing more suitable for a computer-based course and a better way to test the skills they have attained in their coursework.

Despite some technical problems initially, the software is easy to use and administer. Faculty plan to continue to use this form of assessment in a variety of skills-based courses, using either SAM or a similar product.

MET—course level

The mechanical engineering faculty measure student learning in the *Industrial Safety* course through the use of pre- and post-tests. Student learning is assessed over six learning modules. As Figure 7 shows, students performed significantly better in post-tests than pre-test, improving from a mean score on all modules of 63 to a mean score of 92.

Module	Pre-test	Post-test
Electrical Safety	66	91
Fire Safety	75	93
Safety Orientation	65	89
Hazard Communication	54	87
Lockout/Tagout	52	90
Personal Protective Equipment	56	98
Average Score	62	90

ACC—program level

Based on the assessment results of program learning outcomes in a third year accounting course, the instructor wrote, "This is the third year of assessing students in ACC 241, and I believe that this year's class showed the best overall performance. A group of students may have performed better last year, but this seems to be the best work for a class as a whole. Students in the course were more focused on the cases and kept up with the work.

There were two changes I made this year that may have contributed to this. The first was stricter enforcement of a late policy, in which papers would have a grade penalty along with a deadline for acceptance of late work. The other policy was reviewing the graded cases with the students on the class day immediately following the cases being submitted.”

Institutional level Assessment—AQIP Project

During the 2005-2006 academic year, the AQIP/Assessment Committee, which provides direction for one of the AQIP Action Projects, developed general guidelines for the e-portfolio process and for the development of an orientation course. The committee also reviewed CAAP as a potential assessment instrument. Progress related to specific outcomes was provided to the Higher Learning Commission. The report as well as the feedback from a North Central Reviewer is included in Attachment 4. Highlights of that report follow.

- The general education learning outcomes were modified to align with the general education learning outcomes required by the state for inclusion in transfer module courses. The general education learning outcomes were reviewed at the fall general faculty meeting, at division meetings during fall quarter, and finalized at the end of fall term general faculty meeting. These outcomes are available at <http://www.terra.edu/about/assessment.asp>.
- The programming and necessary technical preparation for implementation of e-portfolio and integration with new administrative software was completed for fall semester 2006.
- The e-portfolio process was completed and ready for implementation by fall semester 2006. Students in *GEN 1000, Orientation*; *HUM 2010, Introduction to Humanities*; and *HUM 2900, Leading by the Humanities*, and all capstone courses will be required to upload assignments into their e-portfolios for assessment of writing skills and understanding of cultural diversity.
- Faculty received training for the e-portfolio process at the fall 2006 general faculty meeting.
- CAAP was piloted as an assessment tool in spring quarter 2006 (writing and cultural diversity).
- The curriculum for the orientation course was finalized as a distance learning course. *GEN 1000, Orientation* is being offered in fall semester 2006 as an online course and in a traditional classroom setting. The online course may be viewed at <http://www.terra.edu/academics/distance/gen1000/home.asp> This course is required of 100% of entering students who plan to pursue a degree.

PLANS FOR 2006-2007 AND BEYOND

1. Student and faculty satisfaction with *GEN1000*, *Orientation* will be tracked following fall semester 2006 and spring semester 2007 and may be incorporated as part of an Action Project.
2. Two faculty co-chairs have been appointed for 2006-2007 to provide leadership in the assessment of student learning. One faculty member is from an applied degree program and the other from an arts and science discipline.
3. The College will actively participate in Northwest Ohio Regional Workshops on Student Success Plans. The Ohio Board of Regents, sponsors of the workshops, will ask each state institution of higher education to develop and implement its own Student Success Plan, which will allow the individual strengths of each institution to remain intact while all of Ohio's schools are linked by their commonalities. At the same time, the Regents will encourage independent Ohio colleges and universities to share and discuss how they demonstrate student success in their academic programs.

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

Terra is represented at these workshops by the assessment co-chairs, the Dean of Arts and Sciences, and the Director of Institutional Research. The *Student Success Plan Self-Assessment* for Terra, prepared by members of this team, is included as Attachment 5.

ATTACHMENT 1

COMMISSION STATEMENT ON ASSESSMENT OF STUDENT LEARNING

February 21, 2003

The Commission posited in October 1989 that assessment of student academic achievement is an essential component of every organization's effort to evaluate overall effectiveness. The experience of the past fourteen years has demonstrated that it is key to improving student learning. Assessment of student academic achievement is fundamental for all organizations that place student learning at the center of their educational endeavors.

Among the public's many expectations of higher education, the most basic is that students will learn, and in particular that they will learn what they need to know to attain personal success and fulfill their public responsibilities in the Twenty-first Century. The focus has moved from considering resources as primary evidence of the quality of education to expecting documentation of student learning. An organization's focus on achieved student learning is critical not only to promoting and improving effective curricular and co curricular learning experiences and to providing evidence of the quality of educational experiences and programs, but also to enhancing the public's perception of the value of higher education.

The Commission appreciates that effective assessment can take a variety of forms and involve a variety of processes. However, faculty members, with meaningful input from students and strong support from the administration and governing board, should have the fundamental role in developing and sustaining systematic assessment of student learning. Their assessment strategy should be informed by the organization's mission and include explicit public statements regarding the knowledge, skills, and competencies students should possess as a result of completing course and program requirements; it also should document the values, attitudes, and behaviors faculty expect students to have developed. Moreover, while strong assessment should provide data that satisfy any externally mandated accountability requirements, its effectiveness in improving student learning relies on its integration into the organization's processes for program review, departmental and organization planning, and unit and organizational budgeting.

An organization's commitment to and capacity for effective assessment of student learning will figure more prominently than ever in the accreditation relationship established between the Commission and that organization. The Criteria for Accreditation, the Core Components, and the Examples of Evidence adopted by the Commission in 2003 forge important new links between assessment of student learning and accreditation. More than just an effective strategy for accountability or an effective management process for curriculum improvement, assessment of student achievement is essential for each higher learning organization that values its effect on the learning of its students. Therefore, an organization committed to understanding and improving the learning opportunities and environments it provides students will be able to document the relationship between assessment of and improvement in student learning.

MANUFACTURING ENGINEERING

Computer Assisted Design & Manufacturing Major

ASSESSMENT OF STUDENT LEARNING

Measures	Gen Ed #1	Gen Ed #2	Gen Ed #3	Gen Ed #4	Gen Ed #5	Program Outcome #1	Program Outcome #2	Program Outcome #3	Program Outcome #4	Program Outcome #5	Program Outcome #6	Program Outcome #7
E-portfolio	X		X									
CAAP	X	X										
Student Satisfaction Survey	X	X	X									
Advisory Board Survey	X	X	X									
MET1320						X		X		X	X	
MET2500						X	X	X	X	X	X	X
MET2850						X	X		X			

Date created:5-9-06

Date modified:

PROGRAM OUTCOMES AND GOALS

1. Able to comprehend blueprint drawing.
2. Prepare drawing on Computer-Aided Design (CAD) to completely describe a part for manufacture, including views and tolerances.
3. Understand the different manufacturing systems.
4. Apply CAD skills to produce an assemblies, animations, and rendering of parts in various software packages.
5. Learn to produce and inspect parts using various types of tools and manual machines.
6. Program, produce and inspect parts on Computer Numerical Control (CNC) equipment.
7. Learn to produce parts on Computer-Aided Machining (CAM) software packages.

GENERAL EDUCATION LEARNING OUTCOMES

6. **Communicate effectively**
7. **Evaluate arguments in a logical fashion**—Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.). **Students will be able to demonstrate competence in problem solving in communication, mathematics, and in team settings.**
8. **Demonstrate an understanding of cultural differences and the knowledge of how to work effectively in a global and diverse culture and society.**

9. **Employ the methods of inquiry characteristic of natural sciences, social sciences, mathematics, and the arts and humanities;** general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines.
10. **Engage in our democratic society**—one of the overarching goals of general education is to prepare students to be active and informed citizens; the development of a disposition to participate in and contribute to our democracy is of equal importance to the goal of having the skills to do so intelligently.

Learning Outcomes 1-3 will be measured for all students through the CAAP assessment (Writing, Mathematics, and Critical Thinking) and through the e-portfolio (Writing and Cultural Diversity). Outcomes 1 and 2 will also be assessed through course and program assessment for applied degree programs.

Learning Outcomes 1-5 will be assessed in specific courses included in the Transfer Module.

ATTACHMENT 3

ADDITIONAL QUESTIONS
Student Satisfaction Survey
Spring 2005

71. This program prepared me in the job skills of speaking, writing, and listening.
72. The program provided me with the basic mathematical job skills.
73. The program provided me with the basic technical competencies to be successful on the job.
74. The program prepared me for getting along with others on the job.
75. The program instilled in me a professional attitude and self-confidence.
76. The program provided an adequate preparation in how to analyze situations and make appropriate decisions.
77. The program prepared me to work effectively in a team setting using problem solving, communication, and leadership skills.
78. The program prepared me to work effectively in a diverse cultural environment.
79. The program made me aware of the importance of social responsibility.
80. The program prepared me academically for further education.

ATTACHMENT 4

AQIP Action Project Annual Update HELPING STUDENTS LEARN September 2006

Action Project Title: Processes to expand the scope of our SAA plan and to enhance its implementation

Name of Institution: Terra State Community College

Name of Person to contact for additional information: Kathleen McCabe

Telephone number: (419) 559-2395

Email address: kmccabe@terra.edu

A. Describe the past year's accomplishments and the current status of this Action Project.

The following bulleted tasks were listed in last year's update to be completed during '05 – '06. Progress for each item is directly below the bulleted item.

- Review general education goals during the opening faculty meeting of fall 2005, continue discussion during fall quarter in the division meetings, and conclude discussion in the November 2005 faculty meeting. (Outcome 1) The general education goals were reviewed at the fall general faculty meeting, at division meetings during fall quarter, and finalized at the end of fall term general faculty meeting. The general education goals were modified to align with the general education goals required by state for inclusion in transfer module courses.
- Complete programming and necessary technical preparation for implementation of e-portfolio and integration with new administrative software (Outcome 4) The programming and necessary technical preparation for implementation of e-portfolio and integration with new administrative software was completed for fall semester 2006.
- Finalize e-portfolio process (Outcome 4) The e-portfolio process was completed and ready for implementation by fall semester 2006.
- Provide training for faculty related to the e-portfolio (Outcome 5) Faculty received training for the e-portfolio process at the fall 2006 general faculty meeting.
- Introduce CAAP as an assessment tool for general education learning outcomes CAAP was piloted as an assessment tool in spring quarter 2006 (writing and cultural diversity).
- Coordinate the development of curriculum for the orientation course (Outcome 3)
- Develop Internet site and CD for electronic delivery of orientation course (Outcome 3) GEN 1000, Orientation, is being offered in fall semester 2006 as an online course and in a traditional classroom setting. The online course may be viewed at <http://www.terra.edu/academics/distance/gen1000/home.asp>
- Ensure identification or development of e-portfolio assignments in College Composition, capstone courses, and all Humanities courses (Outcome 4) An initial e-portfolio course is included in GEN 1000; the lead teacher in English will assume responsibility for the assignment for HUM 2900; the division deans will work with faculty to ensure appropriate assignments are ready for the capstone courses and HUM 2010. Listed below are the original Outcome Measures for this project and our

results for each: 1. Learning outcomes developed for 100% of the AA & AS concentrations The general education learning outcomes have been modified to align with the state guidelines for general education outcomes to be reflected in transfer module courses. Three of the outcomes are covered in all degree programs and two additional ones are covered in Arts and Sciences courses. The outcomes can be viewed at <http://www.terra.edu/about/assessment/matrices.asp>. 2. Communicate the assessment process for AA & AS degrees to 100% of faculty Completed. 3. Communicate the portfolio process to 100% of faculty Completed. 4. Engage 75% of faculty in either internal or external professional development activities Due to budget constraints we've had to limit our professional development activities related to this project to internal training. Over the 2 ½ years that we have been working on this project, we have provided numerous training opportunities at faculty meetings. 5. Develop curriculum for capstone courses for AA & AS curriculums Completed. HUM 2900, Leading by the Humanities is now required of all students pursuing the AA or AS degree as a capstone course. 6. Develop curriculum for orientation course Completed. Course may be viewed at <http://www.terra.edu/academics/distance/gen1000/home.asp>. 7. Develop process for implementation of use of portfolio in the assessment of General Education goals Completed. Information related to the e-portfolio process may be found at <http://www.terra.edu/about/assessment/Eportfolio.asp> 8. Require the orientation course for 100% of entering students who plan to pursue a degree Required as of fall semester 2006. 9. Assess student and faculty satisfaction with orientation course This will be done following fall semester and may be incorporated as part of an Action Project. 10. Require capstone course for 100% of AA & AS students (entered in fall 2005 or after and are planning to graduate) Required as of fall 2005 11. Assess student and faculty satisfaction with capstone course This will be done following fall semester 2006 and spring semester 2007 and may be incorporated as part of an Action Project.

Review (09-13-06):

This was an extremely ambitious project, with an aggressive timeline. Much has been accomplished during the past year. The activities associated with this project will be very beneficial to the student population. This project embraces a number of components that are designed to enhance student learning. The various outcomes will lead to some standardization that will make it much easier to ensure that all AA & AS students have acquired the desired knowledge. This also supports Category 3, Understanding Students' and Other Stakeholders' Needs, as the general education learning outcomes are aligned with the state guidelines for transfer. The addition of an e-portfolio will be an advantage for both faculty and students. Throughout this project, there have been many training opportunities for faculty, as well as extensive input. This supports Category 4, Valuing People.

B. Describe how the institution involved people in work on this Action Project.

A team of faculty and academic administrators developed the Action Project during the 2004-2005 academic year. The Assessment Committee, composed of faculty, academic administrators, and a representative from student services, has provided oversight to this project. In addition, a sub-team was formed to provide additional input on the orientation course. This team included additional staff members from Student Development, the library, and developmental education. A diverse group of 15 individuals were engaged in developing the orientation course. Staff were asked to review the modules and offer input. Faculty have both been informed and solicited for input via general faculty meetings, division meetings, and interaction with committee members.

Review (09-13-06):

The diversity of this project demanded a team with broad experience. Use of a sub-team, was an excellent tool to solicit additional input. While the primary category for this entire project is Helping Students Learn, the opportunities for communication about the content of the orientation course also demonstrate the College's commitment to Category 4, Valuing People.

C. Describe your planned next steps for this Action Project.

This Action Project will be retired in fall 2006. However, it may lead to a new smaller project to track and evaluate the results of implementing both the e-portfolio and the orientation course.

Review (09-13-06):

The concept of a smaller project to track and evaluate the results of the e-portfolio and the orientation course is an excellent idea. This will yield the data needed to determine the effectiveness of these tools. This is a critical component of AQIP, and supports Category 7, Measuring Effectiveness.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

We believe our online orientation course represents an effective practice although it would have to be modified to meet the needs of another institution as it was designed for Terra Community College students.

Review (09-13-06):

On-line courses are an excellent way to implement mandatory courses. It supports the varied needs of learners (Category 3), as access is such a critical issue in community colleges.

E. What challenges, if any, are you still facing in regards to this Action Project?

N/A

Review (09-13-06):

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

N/A

Review (09-13-06):

ATTACHMENT 5

Student Success Plan Self-Assessment

Institution: Terra Community College

Person(s) Completing Checklist: Steve Mohr and Tonya Breidenbach

Please place an "X" in the appropriate column to indicate the readiness of your campus to publish each completed component for the Student Success Plan. Comments are welcome.

Institution Plan's Component	Completely developed and ready to publish on internet	Partially developed—can be completed by January 2007	Just beginning—general directions are set	Comments
Defined learning outcomes for General Education	X			
Defined assessments for student achievement of learning outcomes for General Education	X			
Defined learning outcomes for undergraduate majors	X			Published in current catalog.
Defined assessments for student achievement of learning outcomes for undergraduate majors		X		Some technical programs are completing revisions due to semester conversion.
Current standards established for undergraduate education: content, competencies, abilities, and successful completion	X			Contingent upon TAG approval or adherence to model curriculum..
Higher expectations established for undergraduate education: content, competencies, abilities, and successful completion and connection to high school		X		Not sure what the connection to high school refers to.
Mechanism and/or evidence of engagement of faculty and the entire instructional community in continuous improvement of student outcomes and student achievements	X			Fulltime Faculty Union Contract, SAA initiatives, and advisory boards.
Faculty, students and others can easily access information about institutional academic expectations and success	X			Terra website link, catalog, and course syllabi.