

## INTRODUCTION

The Business, Social Sciences, Mathematics, and the Arts Division (BSMA) at Terra Community College has undergone numerous changes in recent years. Most significantly, the division, which houses approximately one-half of the college's academic programs, has grown tremendously as the college has moved from five to two academic divisions. The division houses all of the Business programs (Accounting, Computer Systems, Business Management, Digital Media, Marketing, Office Administration); the Public Service Programs (Early Childhood Education, Graphics, Law Enforcement, Social Work); as well as the Mathematics, Social and Behavioral Sciences, and Art Departments. Clearly, in addition to being a larger division, it is a diverse one with programs ranging from Digital Media to Fine Arts to Law Enforcement.

Another significant change for the division has been in organizational leadership. Seven years ago, a Director headed each of the five academic divisions, and teaching Department Heads assisted four of those Directors. Today, a Dean and an Associate Dean of Curriculum head the BSMA division. One lead teacher in Mathematics coordinates the curriculum and works with adjunct faculty to maintain consistency across the curriculum.

The college has been involved in implementing quality principles since 1993 when our current President came on board. The movement toward working more effectively with teams and through implementing continuous quality improvement has culminated in our current interest in self-assessment and in the Trailblazer process. This assessment of our academic division is one of seven Trailblazers that the college is completing to introduce many of the faculty and staff to the self-assessment process.

The Trailblazer Team, a diverse group of faculty with student representation as well, included Tony Couch (Student Senate); Julie Dabrunz (Student Senate); Jack Fatica (Assoc. Professor, Accounting); John Foster (Professor, Graphics); Tim Gocke (Assoc. Professor, Business Management); Marty Loughlin (Associate Professor, Digital Media); Brad Smith (Ass't Professor, Law Enforcement); Jon Smith (Ass't Professor, Computer Systems); Jim Swint (Professor, Computer Systems); Peg Wearsch (Professor, Office Administration); and Norma Worley (Assoc. Professor, Early Childhood Education).

## CATEGORY 1--LEADERSHIP

The team looked at both leadership within the division and within the college as a whole as it affects the division. Divisional leadership includes the Dean and the Associate Dean; the Dean reports directly to the President (Senior Leadership). The divisional leaders demonstrate "that quality and commitment to students and stakeholders starts at the top." At the division level, open, clear, and responsive communication is a priority. The Dean sends out a weekly informational memo, the *Update*, to keep all faculty--full and part-time--informed about what is happening within the division and college-wide that impacts them, and both the Dean and Associate Dean respond in a timely fashion to

emails. In addition to providing open communication, both are always supportive of faculty needs. They work to provide the necessary resources to support those needs not only by meeting equipment needs but also by providing encouragement—particularly in the use of technology in the classroom. They are also accommodating of faculty concerning teaching schedules and responsive to student needs regarding advising and scheduling. In recent years, the responsibilities of the Dean and Associate Dean have increased due to the retirement of another Associate Dean in the division and to the resignation of the Executive Vice-President.

Senior leadership is provided by the President as well as by four cross-functional Councils: the Council on Academic and Student Affairs, Enrollment Management Council, the College Planning Council, and the Deans Council. The senior leadership provides a hands-off approach to management. In addition, the President demonstrates a commitment to the community through participation and membership as well as considerable involvement at the state and national levels. The senior leadership must ensure that the vision and direction of the college is communicated to all levels of the college.

The top leaders articulate values and expectations that emphasize student and stakeholders focus and commitment to high performance. Within the college, the extensive training opportunities for faculty and the sufficient funds for equipment and lab readiness demonstrate the administration's commitment to both faculty and student success. Within the division, the leaders demonstrate their commitment to high performance by supporting faculty's high expectations in the classroom, by valuing the role of the Advisory Boards for each program, and by supporting curriculum development and revision. Again the students benefit when faculty are supported. The Dean and Associate Dean also advise and schedule students along with faculty and advisors. The departure of the Executive Vice-President makes it very important that leaders both within and outside the division provide visionary leadership.

Faculty and deans are committed to quality and to the students and stakeholders. Responsiveness to students and the community is apparent in the frequent open houses for prospective students and parents, the keyboarding testing event for area high school students, and in the annual Festival of the Arts when students are given the opportunity to display their artwork and to perform their music. The commitment of faculty to quality is evidenced by their numerous memberships in professional organizations at the state and national level. Their commitment to student success is evidenced by their in-class advising which ensures that all students are given access to the same information by those who know most about the programs. Students also enjoy a strong open door policy for their complaints with both faculty and administrators taking complaints seriously and trying to remedy situations that call for some improvement or change on the faculty member's part. Every attempt is made to cover classes when faculty are ill, but when a class must be cancelled, students are called by division secretaries to save them a drive to campus when possible. Faculty and deans recognize business and industry professionals as well as students as stakeholders. This regard for our local employers has resulted in

the division's support of advisory boards for its technical programs. Input from these Boards is used in the implementation of curriculum revisions.

Both faculty and administration work together to ensure that individuals, departments, and the division establish worthwhile goals and work to achieve them. This commitment to goals is achieved by participation in the Growth and Improvement process, the annual establishment of division and department goals that are consistent with the college's Strategic Ends Statements. These goals are reviewed annually to determine whether they have been met, are on-going, or have been discontinued. Program goals are also established and reviewed through program review, which is on a five-year cycle, and through the Student Academic Assessment program which is on-going. Individual faculty goals for their departments or for professional development are established and monitored through the annual self-assessment process. Advisory boards are also active in the establishment of program goals and review the program reviews.

Faculty and administration are generally very active in external groups recognizing the importance of quality in such groups and the mutual gain derived from a close relationship between the college and community groups. The faculty evaluation and promotion systems both encourage faculty to be active in community groups.

The college community as a whole including individuals from the BSMA division shows a strong commitment to its public responsibilities. The college's Elder College is a model for the state and nation. Many faculty and staff offer their expertise not only to Elder College but also to Kids College, and annual summer enrichment program for area children. In addition, the college has hosted such events as high school cross-country meets, college fairs, Science Days, the Science Olympiad, Special Olympics as well as a Music on Sundays program and the Phi Theta Kappa regional conference.

**Score = Adequate**

## **CATEGORY 2—STRATEGIC PLANNING**

Long- and short-term goals are based on the college's six strategic ends: Access and Opportunity, Student Success, Community Relationships, Institutional Vitality, Lifelong Learning and Stewardship. To ensure an opportunity for everyone to participate and in the interest of efficiency, the division's Growth and Improvement Process, which includes short and long-term goals related to the college's six strategic ends (Access and Opportunity etc), is e-mailed to each faculty and administrator in the fall of each year. The faculty and administrators can then review progress toward goals and establish new goals. A team with a leader is determined at this time for each goal. While a good number of individuals participate, some do not. Some teams are very proactive while others are not. The division's Growth and Improvement Plan is a part of the college's plan and that is presented annually to the Board of Trustees. This document is published and made available to all college employees.

The Trailblazer process is the division's first attempt to evaluate and improve our planning process. Nine faculty and two students were asked to participate in the process.

Both short and long term goals are established in the Growth and Improvement process, in program reviews, which are conducted on a five-year cycle, and in faculty annual assessments. In setting goals, faculty and administrators attempt to meet student and stakeholder satisfaction by meeting needs of and serving the small communities in which we live. Enrollment and placement data and successful transfer student data measure our success to and from institutions of higher learning.

**Score = Needs Improvement**

### **CATEGORY 3—STUDENT AND STAKEHOLDER FOCUS**

The division has identified its product as an educated student and its customers as employers and transfer institutions. We determine the short and long-term requirements and expectations of students through surveys and faculty and student interactions; we determine the short and long-term requirements and expectations of our customers through Advisory Board meetings, DACUMs (Designing a Curriculum) and surveys. For example, during this past academic year, we held DACUMs for two programs: Computer Systems and Graphics. Employers and others working in the field met for an entire day and brainstormed the skills that our graduates should have upon graduation to work in those fields. Based on the input of the DACUM participants, the faculty reviewed their curriculums and recommended changes. For example, as a result of the DACUM, the Computer Systems program will include a third major, Desktop Support, in addition to the two current majors, Computer Information Systems and Small Systems Support. The CISCO Academy will also be incorporated into the program.

We have developed relationships with our students and other stakeholders. Personal student and stakeholder interaction with and from faculty is one of our selling points. Institutional follow-up of graduates, however, is sporadic. We provide easy access for our students and stakeholders to obtain information or services through the college website, a variety of printed materials (catalog, brochures, flyers etc.), and through meetings with faculty and administrators. Student complaints are addressed through a grievance procedure which has students first meet with the faculty member, then with the Dean, and finally, if the issue has not been resolved, with the Dean of the other academic division.

Our key measures of student and stakeholder satisfaction and dissatisfaction are enrollment, attrition, and retention. While enrollment numbers are easy to track, measuring attrition and retention is more problematic as such numbers must be related to the reasons that the student selected the institution in the first place. It is also difficult, if not impossible, to measure student motivation.

Based on a student survey, we have determined that our students' satisfaction relative to the student satisfaction of our competitors is above the national mean. When the satisfaction levels of Terra students are compared to national group, the Terra students are statistically more satisfied in the areas of student centeredness, service excellence, and safety and security. Areas for improvement include job placement help, availability of internships and practical experiences, and convenient class scheduling. We also have anecdotal evidence from transfer students. We have no comparisons to competitors in our area.

**Score = Excellent**

## **CATEGORY 4—INFORMATION AND ANALYSIS**

The BSMA division, along with the Office of Institutional Research does an excellent job of tracking data not only for the Ohio Board of Regents, government, and institutional reporting requirements, but also to continually assess program effectiveness. These reports range from faculty workload reports to student satisfaction surveys. Within the division, data is collected for programs that are required to report regularly to state agencies. For example, the Police Science and Early Childhood Education programs maintain accurate records to meet state reporting requirements. In addition, the participation of every program in Student Academic Assessment and Program review encourages faculty to review data related to the effectiveness of their program and curriculum.

Most data is collected and maintained by the Office of Institutional Research which updates most information on an annual basis. Information gathered within the division is generally gathered for specific purposes, such as program proposals to the OBR, which require that data be up-to-date. While we use relevant data frequently in the decision-making process, for the most part, we do not effectively use comparative data other than that provided by the Student Survey. We did over the last academic year, analyze enrollment trends for academic programs. Based on the results, programs with dwindling enrollments met to analyze possible causes and ways to reverse the trend. For instance, the Office Administration faculty will be conducting a DACUM to determine if curriculum revitalization could help with enrollment issues. Faculty recognize a need for a more effective graduate and placement tracking system.

Information is distributed to faculty related to current divisional and college-wide events and needs through weekly email updates. Other specific data is made available to all college personnel via email or published reports. The college could improve distribution of various data reports by placing them on the college's Intranet.

**Score = Adequate**

## **CATEGORY 5—FACULTY AND STAFF DEVELOPMENT AND MANAGEMENT**

The programs of the BSMA division demand high performance on the part of faculty and the availability and use of technology in instruction. The division's management has been very supportive to constant curriculum changes. The Associate Dean for Curriculum works closely with faculty ensuring that program changes are in sync with the college's and the OBRs curriculum guidelines. In addition, the Associate Dean has facilitated DACUMs when faculty seek input from area employers on which to base curriculum changes.

The Dean and Associate Dean recognize that faculty must drive decision-making about programs, based on input from various stakeholders, because faculty are the subject matter experts. They also recognize that their primary role in relationship to faculty is to provide the necessary administrative, financial, and sometimes emotional support to make things happen. Faculty report outstanding support from the Dean, Associate Dean, and the division's staff concerning room utilization issues, course offerings, and faculty teaching loads.

Faculty and staff training needs are supported by the division Dean and are limited only by budget constraints. Because of budget realities, all training that is supported by the division is directly related to the employee's work responsibilities. Training needs required for faculty to remain current in their fields are always supported. Opportunities for career development are also guided by curriculum development needs/demands. For instance, rapidly changing technology and software place incredible demands on faculty in CIS and DMT, and those demands are recognized. To ensure fairness to all, travel requests are prioritized on the basis of the need for the travel as well as the individual faculty members' need for professional development.

The Educational Catalyst Center (EC<sup>2</sup>) is a support service that encourages a sharing of information and ideas leading to instructional innovation and improved learning. The Center also supports faculty and staff with instructional and technological resources, hands-on training and opportunities to integrate multimedia and visual tools for enhanced instructional delivery. The EC<sup>2</sup> also provides training, particularly in the use of technology and software to faculty and staff. Faculty members with expertise in technology serve on the Center's Board and, as part of their responsibilities, volunteer time teaching or mentoring other faculty. In addition, the EC<sup>2</sup> sponsors a support group of faculty teaching distance courses who meet regularly to share ideas and to develop policies and procedures related to distance learning.

Faculty at the college are provided the opportunity to participate in a Growth and Improvement Process. The College pays for all coursework that is part of an approved plan of study (30 quarter hours or the equivalent), and awards a \$1500 base salary increase upon the completion of the work. This plan has encouraged many division faculty to remain current in their field and/or to enhance credentials. All coursework that

is related to teaching responsibilities is reimbursed even when it is not part of a Growth and Improvement Plan.

The opportunities for training and continuing education are enhanced by other institutional recognition and reward systems. Ten faculty have been nominated by the college for the National Institute for Staff and Organizational Development's International Teacher Award. Additionally, the college has in place its own internal reward system—the Terra Jewels. During the past year, this award has been revised to recognize college departments on a rotating basis. Not only are individuals recognized as part of the group for the contributions, but also the entire college community is educated to the responsibilities of other work groups.

The college promotes employee health through an outstanding Wellness Program coordinated by Student Activities Center Coordinator. The visible presence of college security personnel as well as the presence of night supervisors promotes safety. The Human Resource Director provides an annual statement for each employee that outlines employee benefits.

Faculty and administration work together also to ensure that only qualified faculty instruct all divisional course offerings. Academic credentials as well as relevant work experience are considered in all hiring.

**Score = Needs Improvement**

## **CATEGORY 6—EDUCATIONAL AND SUPPORT PROCESS MANAGEMENT**

Student and stakeholder requirements are “built into” our curriculum, programs, and services. Because faculty and administration in the division want to ensure that the curriculum of our programs is up-to-date and meets the needs of our students and employers, it is constantly being reviewed—not only through program review but also through input from our advisory boards. This past year, DACUMs (Designing a Curriculum) were conducted for two of our programs and a QFD (Quality Function Deployment—a shortened version of a DACUM) was conducted for another. Based on the results of these meetings with employers, the Computer Science curriculum has undergone serious revision for the next academic year, minor changes have been made to the Business Management Curriculum, two programs (Total Quality Management and Quality Control) have been combined into a new program, Quality Process Management, and the Graphics faculty are considering changes to their curriculum.

A number of processes are in place to ensure the continued quality of our programs. Many faculty are involved in state and national groups of peers which helps them to remain current with developments in their fields. Faculty development is also supported so that faculty can maintain technological currency in their programs. The Faculty

Growth and Improvement process encourages faculty to set goals and to evaluate progress towards those goals on an annual basis.

We measure and analyze our processes to improve quality and performance through the Student Academic Assessment program, program reviews, student evaluations of courses, faculty evaluations, students satisfaction surveys, comments generated by students during the advising process, and participation of program advisory boards.

Fully aware of fiscal limitations, the division works hard to reduce ineffective and wasteful activities. In recent years, the two academic divisions have worked together effectively to eliminate redundancy of courses and equipment. Teams of faculty from both divisions work together to prioritize equipment needs and to look for opportunities to share equipment or software. Online registration and a standardized catalog that is updated regularly online also help to increase efficiency and reduce waste.

Support services are available for both students and faculty. Students benefit from the Math Lab, which originates from the BSMA division, as well as the Writing Center and peer tutoring services. Faculty gain support in the use of technology in instruction through the Educational Catalyst Center and through a support group for faculty engaged in distance learning.

Faculty work with the college bookstore and book publishers to improve the delivery of books and related teaching materials. Book order forms are completed in a timely fashion, and most faculty maintain close contact with publishers to be knowledgeable about latest editions and supplemental materials.

Nearly every employee monitors our environment for continuous improvement in our division.

**Score = Adequate**

## **CATEGORY 7—COLLEGE PERFORMANCE RESULTS**

The key measure of our curriculum and quality is employer satisfaction. Feedback from our advisory boards and industry is positive. Area employers continue to look to Terra for prospective employees. While job placement is good, in general, more statistical data is needed from Career Services on job placement.

Student survey results and student evaluations of faculty indicated that student satisfaction is high. A student satisfaction survey indicates that our students' satisfaction relative to the student satisfaction of our competitors is above the national mean. Terra students are statistically more satisfied in the areas of student centeredness, service excellence, and safety and security. Areas for improvement include job placement help, availability of internships and practical experiences, and convenient class scheduling. Assessment of student performance objectives has improved in recent year with the

initiation of student academic assessment. All programs need to be encouraged to participate fully in this process.

Services for students such as the Math and Writing Centers, open computer labs, and the Early Childhood lab have served greater numbers of students in more recent years.

We do not do an effective job of comparing our quality with that of competitors or similar organizations.

**Score = Adequate**

## **OPPORTUNITIES FOR IMPROVEMENT**

- Improve services to students in the division which includes: the advising system, orientation, student activities through Student Senate and Phi Theta Kappa, services to disabled students, security at night in the parking lots, career counseling.
- College needs to encourage faculty technical training through annual performance review. No system is in place to demand that complacent faculty seek professional enhancements. Faculty goals established during evaluations are not always tracked or tied back to professional development.
- Publishing faculty and staff accomplishments.
- Increase numbers of full-time faculty in highly technical fields as well as numbers of adjuncts who can teach such classes. It is very difficult to get adjuncts who can cover highly technical courses such as database and networking.

## **ACTION PLANS**

- Develop a process to review and improve services to students in the BSMA division. Include those services outside of the division only if division members can affect change. Where the services originate outside of the division, improvements may be in the form of recommendations.
- Develop and implement a process to tie evaluations and faculty goals to professional development activities and incorporate in the Plan for Growth and Improvement.
- Develop and implement a process for equitable allocation of professional development monies including travel and professional memberships.

- Review the need for full-time faculty in the BSMA division by obtaining the appropriate data, analyzing data and drawing conclusions, and making recommendations to Kathleen McCabe, Dean; Charlotte Lee, President; the Deans Council; and Council on Academic and Student Affairs.
- Develop strategies for better publicizing faculty and staff accomplishments.
- Revisit the job functions and responsibilities of divisional leadership, particularly the time allotted to specific functions.

Teams will be formed in the fall quarter, 2000 to analyze the above areas to included research, recommendations, and specific action plans for improvement.