



February 6, 2012

Marsha S. Bordner
President
Terra State Community College
2830 Napoleon Rd.
Fremont, OH 43420-9670

Dear President Bordner:

Enclosed is a copy of Terra State Community College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl
Vice President for Accreditation Relations

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

TERRA STATE COMMUNITY COLLEGE

February 6, 2012



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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In response to the *Systems Portfolio* of
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January 31, 2012

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EXECUTIVE SUMMARY FOR TERRA STATE COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Terra State Community College's achievements and to identify challenges yet to be met.

- **Category 1:** Terra State Community College presents evidence of improvements to helping students learn since submission of its last portfolio. Opportunities exist to improve the processes used to identify and prioritize program improvements and to make program discontinuation decisions. Furthermore, presentation of detailed evidence will improve understanding of how culture and infrastructure help to select specific processes and set targets for improving student learning performance.
- **Category 2:** Terra State Community College has committed to several non-instructional objectives including Building Community Relationships and Lifelong Learning. Developing its systems for assessing stakeholder needs, translating those needs into objectives, and measuring performance may help the institution manage this work more effectively.
- **Category 3:** Terra State Community College determines the needs of students and other stakeholders using several basic mechanisms, and the College has been especially successful in establishing early contacts with prospective and admitted students. Terra State Community College has opportunities to further enhance its work in this area by moving from activities and events into more integrated processes, collecting satisfaction and engagement data from a broader range of student and stakeholder groups, and clarifying the processes through which data is used to guide improvements.
- **Category 4:** Overall, the College appears committed to improving its programs for valuing people and selecting key measures of its processes. Development of data-driven measurement and assessment and processes, based upon the key measures it has selected, will help the College create more systematic continuous improvement capabilities for valuing people. Both trending the data and providing targets to meet College goals will assist the College in this category and establish a culture and infrastructure that leads to improvements in valuing people.
- **Category 5:** Terra State Community College's renewed mission, vision, and values statement have provided a framework for the College to begin to address its leading and

communicating processes; however, the institution needs to begin to establish a culture and infrastructure that facilitate continuous quality improvement. The institution will need to identify a set of comprehensive measures to assess the effectiveness of the changes it has made in regards to improving leadership and communication and use the results of its data collection to drive future improvement in this category.

- **Category 6:** Terra State Community College uses a number of mechanisms to collect data on the support needs of students and employees and has processes in place to review and act on the information. The College has further opportunities to enhance its practice by improving its strategies for data-presentation, knowledge sharing, and benchmarking. The College also needs to examine its culture and infrastructure to better allow linkage with the College's goals to promote improvement.
- **Category 7:** Terra State Community College's responses to Category Seven reflect its commitment to developing capabilities **for** measuring effectiveness. Increasing the focus on additional development and documentation of the non-technological components of the comprehensive systems used in measuring effectiveness will support improvement of its measurement capabilities. The College needs to devote additional resources to its information needs and make this a focus of a strategic effort that supports the rest of the College in setting its future direction and ensuring continuous improvement. Documenting these processes more formally may help the institution communicate and evaluate how the work in this area is accomplished.
- **Category 8:** Terra State Community College continues to make progress in expanding internal and external participation in its strategic planning process; however, the College has an outstanding opportunity to further develop its system for planning continuous improvement, particularly in aligning, monitoring, and evaluating planning processes at the institutional level. For example, it is unclear how strategies and action plans are aligned with the Board's goals, how resource needs are identified and risks are assessed when plans are being developed, and how the planning processes themselves are evaluated to guide improvements. The College recognizes an opportunity to deliver quality training to employees. Such training may help the institution deepen its understanding of integrated planning and assist in developing the infrastructure to support its efforts to focus attention and resources on institutional priorities.

- **Category 9:** Terra State Community College identifies collaborative partnerships primarily as an outgrowth of Vision 2016, the strategic planning process. The College lists a number of measures that it collects and analyzes to measure key internal and external collaborative partnerships. However, the College does not describe systematic, comprehensive processes to measure, assess, and improve performance that would build on and maximize the benefits from collaborative relationships. The College has an opportunity to clarify how it assesses, analyzes and prioritizes the needs of its partners as part of a more formal, systematic process. The College can enhance quality improvement through benchmarking and setting specific targets. Additionally, the College would benefit from more clearly identifying how its culture and infrastructure impact processes and targets for improved performance results in collaborative partnerships.

Accreditation issues and Strategic challenges for Terra State Community College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Terra State Community College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying

improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Terra State Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Terra State Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Terra State Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- Terra State Community College has been an AQIP school for almost twelve years and should have in place by now data driven, continuous improvement systems as envisioned by AQIP. The College can further develop its systems for data-enhanced decision making and continuous improvement. It can also work to develop its culture to use such systems in an on-going cycle of assessment and improvement. The College has an outstanding opportunity to accelerate its development as a quality-oriented institution.
- While the team feels the College has met all criteria, the Portfolio's evidence with respect to Core Component 2C was weak: "The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement." More effort should be made to ensure that this core component and all the other criteria elements are well documented in future portfolios to avoid this weakness becoming a possible accreditation issue.

- Terra State Community College has an opportunity to present more consistent evidence of how its culture and infrastructure are used to select specific processes to improve and to set targets for improved institutional performance results.

USING THE FEEDBACK REPORT

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it

has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Terra State Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Terra State Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item Critical Characteristic

- OV1a Terra State Community College is a nonprofit, two-year comprehensive state community college established in 1994, offering credit degrees and certificates and non-credit training to approximately 1,600 full-time and 1,900 part-time students in rural northwest Ohio. Most credit programs are offered on its main campus, although it has expanded delivery methods to include online and hybrid courses.
- OV1b Terra State Community College is governed by a local Board of Trustees and is also overseen by a Chancellor and State Board of Regents.
- OV1c Five general education student learning outcomes have been established for all degree seeking students. Matrices and rubrics have been developed to guide assessment of the five outcomes.
- OV1d The College now has 23 programs of study (40 majors), 47 certificate programs, and over 150 non-credit training courses.

- OV2 The College provides an array of student services necessary to support the academic and non-academic needs expected of its students.
- OV3a Terra State Community College divides its key stakeholders into nine groups with short and long-term responsibilities identified for each stakeholder group.
- OV3b Primary competitors within 20 miles of Terra State Community College include Tiffin University and Heidelberg College, both private institutions with much higher tuition and fees. Within 50 miles, other competitors include Owens Community College and Lorain County Community College, both two-year institutions. Terra State Community College also competes in its technical programs with area vocational programs and local public schools.
- OV4 Terra State Community College has 52 full-time faculty (26 tenured), 164 part-time instructors, 23 administrators, 75 full-time staff, 140 part-time staff, and 65 student workers. Terra State Community College's staff and full-time faculty are represented by collective bargaining units.
- OV5 Terra State Community College utilizes a Cabinet structure that is responsible for the evaluation of the existing organizational structure and potential staffing needs. This structure ensures alignment of the various functions of the College with its mission and core values. In addition, it works with the five year forecast summarizing the College's anticipated future needs, changes, and succession planning of its executives.
- OV6 A new year-long strategic planning session called *Vision 2016* created a new vision, mission, value statements, and five new goals for the College. Strategies to align with these key initiatives are underway.
- OV7 The Office of Institutional Research is primarily responsible for data collection; however, data distribution is decentralized. The College is currently reviewing policies and procedures related to technology needs and to data collection, analysis, and distribution.
- OV8 Terra State Community College faces future challenges created by reduced state-level funding and a 31.5% increase in enrollment over the past three years.
- OV9 The College has key partnership agreements with local public and private high schools, career schools, and local two- and four-year institutions.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

Helping Students Learn identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item Critical Characteristic

OV1a Terra State Community College is a nonprofit, two-year comprehensive state community college established in 1994, offering credit degrees and certificates and non-credit training to approximately 1,600 full-time and 1,900 part-time students in rural northwest

Ohio. Most credit programs are offered on its main campus, although it has expanded delivery methods to include online and hybrid courses.

OV1b Terra State Community College is governed by a local Board of Trustees and is also overseen by a Chancellor and State Board of Regents.

OV1c Five general education student-learning outcomes have been established for all degree-seeking students. Matrices and rubrics have been developed to guide assessment of the five outcomes.

OV1d The College now has 23 programs of study (40 majors), 47 certificate programs, and over 150 non-credit training courses.

OV2 The College provides an array of student services necessary to support the academic and non-academic needs expected of its students.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	S/O	Comment
1P1	S	Terra State Community College developed a plan in 2003 for the formal assessment of student learning. Faculty, in collaboration with the Vice Presidents of Academic Affairs and Student Services, has developed the portion of the plan related to general education learning outcomes. The general education plan was refined in 2005-2006, closely aligned with general education goals established by the Ohio Board of Regents and accepted by the faculty. Faculty reviews the general education plan annually.
1P2	S	Program specific learning outcomes are developed by the faculty in each division, utilizing input from advisory boards to determine annually if outcomes are still appropriate. If appropriate, the requirements of individual discipline accreditation associates are also incorporated.
1P3	S	The College illustrates its design of new programs and courses through a flow chart mapping each step of the process. In addition, it utilizes input

- from faculty and internal (focus groups, needs assessments) and external (DACUM, industry contacts and advisory boards) stakeholders as they chart through the design process.
- 1P4 S The College utilizes the same design structure for new programs and courses for ensuring the design of responsive academic programming that is balanced and integrated with the learning goals, students' career needs, and realities of the economic market. It utilizes input from the community and faculty in the process.
- 1P5 S Placement testing, skill-specific assessments, and pre/co-requisites are used to ensure students are sufficiently prepared to succeed in college-level courses. All degree-seeking students are required to complete a first-year seminar designed to impart practical habits and study skills that support student success.
- 1P6 O The online catalog provides current and prospective students with information regarding student preparation and learning objectives. Information about the Academic Services Center, tutoring services, and math and writing labs is also available online. However, evidence is not presented of how the Office of Student Services or academic advisors verify and track whether students use the information about student preparation and learning objectives presented in the online catalog.
- 1P7 S The Office of Enrollment Services uses a defined process for guiding first-time students through the admission and enrollment processes. The process includes meeting with an academic advisor and using the ACT DISCOVER self-assessment tool. Continuing students are served through the Academic Service Center and faculty advisors.
- 1P8a S Placement testing and developmental coursework are utilized to help under-prepared students. The College has also partnered with Pearson Publishing to pilot a program called *MyFoundationsLab*. The software offers accelerated remediation education in math, reading, and writing.

- 1P8b O Evidence is not presented of an integrated system that regularly evaluates the effectiveness of services provided students who require developmental preparation to perform college-level coursework successfully.
- 1P9a S Faculty members are offered access to training that explains learning styles and teaching strategies to assist adult learners. Grants are also available to faculty members for professional development activities related to teaching and other workplace duties.
- 1P9b O An opportunity exists to develop processes to track how many faculty members and counselors participate in workshops and institutes on learning styles and then incorporate the information into workplace activities. Documenting the level of participation in the training and subsequent implementation of concepts in workplace activities may help leaders determine whether the college is effectively preparing faculty and staff to detect and address students' differing learning styles.
- 1P10 S Programs and support infrastructure exist to address the special needs of veterans and persons with physical disabilities, behavior problems, and stress related issues.
- 1P11 O The College presents antidotal examples of how it communicates expectations for effective teaching and learning. However, evidence is not present of a documented process used to define, document, and communicate expectations across the organization. An opportunity exists for the College to benefit from expanding the role of the newly created position of Coordinator of Faculty Development and Training to support development of a documented process and definitions.
- 1P12 O Although the College adjusts its course delivery modes and semester lengths in response to student demand, how the college balances student demand with the institution's resources and obligation to provide effective teaching and learning isn't clear. Clarifying how these requirements are balanced may help to ensure resources are used efficiently and effectively.

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| 1P13a | S | Program content currency, relevancy, and effectiveness (including program costs) are reviewed every three years by the faculty. Career and technical programs use advisory board monitoring. The College works with other institutions in Ohio to ensure the transferability of its programs and courses to other institutions in the state. |
| 1P13b | O | The College recognizes the opportunity to develop a consistent, systematic process to determine program effectiveness. |
| 1P14 | OO | While the process for determining program discontinuation and change is diagrammed, the determination is based solely on low enrollment. The College has an opportunity to Include input from environmental scanning, student focus groups, and other key stakeholders in its analysis process to determine why a program's enrollments have declined before cancelling the program and to determine the impact of program cancellation on students and the community. |
| 1P15a | S | A variety of methods are used to identify student learning support needs, including student representation on major college committees and councils. Likewise, the College uses a variety of means to identify faculty learning support needs that include department and council activities, evaluation discussions, faculty surveys, and mentor feedback. |
| 1P15b | O | Evidence is not presented of how needs data are integrated into a continuous improvement process for coordinated assessment and decision-making. An integrated process would facilitate aligning and balancing of faculty and student needs to prioritize use of available resources and periodic reassessment. |
| 1P16 | O | The Council of Academic and Student Affairs reviews the learning objectives of curricular and co-curricular activities. However, evidence is not presented of definitions of measureable goals, how goals are determined, or how they are used to align curricular and co-curricular activities to meet identified goals. Use of a defined process to determine goals and how goals are used to set alignment strategies would better |

enable the College to measure and assesses effectiveness of its strategies.

- 1P17 O The College describes the use of capstone courses, co-op education activities, certification and licensure tests, transfer student tracking, and graduate surveys to determine if students in technical programs have met the College's expectations for learning and development. However, it does not describe the development of a similar, extensive set of measures to determine if students who earn other degrees and certificates have met the College's learning and development objectives.
- 1P18 O The College presents examples of techniques used by most of the faculty to collect data related to measurement of student learning. However, it recognizes the opportunity to use the data to close the feedback loop by using the data for assessment and making changes.
- 1R1 O The College lists measures of student performance it collects that serve as the basis for performance reports to its trustees, faculty, staff, and the Ohio Board of Regents. However, measures are not presented used to assess student performance related to the five general education learning outcomes it has established for all degree seeking students.
- 1R2 O The College has an opportunity to clarify expected performance results so faculty and students precisely understand teaching and learning performance objectives for attaining specific general education skills and overall educational development.
- 1R3 OO The Angel Course Management System is used to map assessments of student outcomes by program concentrations. Although the Portfolio identifies the number of assessments examined and courses evaluated, it does not define assessment content or how assessment data is correlated to specific program learning objectives. The College has an opportunity to define the process, expected results, and how information produced is used to identify and prioritize program improvements.

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| 1R4 | O | Data on two programs and transfer mobility to another schools are presented as evidence that students have gained the skills and knowledge required by the Colleges' stakeholders. However, the College has an opportunity to present measures it uses to measure the full range of programs it offers. |
| 1R5 | S | The College presents CCSSE results and library usage data as evidence of performance results for learning support processes. |
| 111a | S | The College reports a number of improvements in helping students learn. Improvements include creation of a new position in Faculty Development and Training, a Transfer Center, and a Student Activity Plan for 2010-2015. The College is planning a semi-annual assessment newsletter to be distributed across campus and to advisory boards. |
| 111b | O | The College has an opportunity to document how the use of systematic and comprehensive processes results in improved student learning. |
| 112 | OO | Detailed evidence is not presented of how culture and infrastructure help to select specific processes to improve and to set targets for improved performance to help students learn. |

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

Item Critical Characteristic

- OV1a Terra State Community College is a nonprofit, two-year comprehensive state community college established in 1994, offering credit degrees and certificates and non-credit training to approximately 1,600 full-time and 1,900 part-time students in rural northwest Ohio. Most credit programs are offered on its main campus, although it has expanded delivery methods to include online and hybrid courses.

- OV1d The College now has 23 programs of study (40 majors), 47 certificate programs, and over 150 non-credit training courses.

- OV3a Terra State Community College divides its key stakeholders into nine groups with short and long-term responsibilities identified for each stakeholder group.

- OV7 The Office of Institutional Research is primarily responsible for data collection; however, data distribution is decentralized. The College is currently reviewing policies and procedures related to technology needs and to data collection, analysis, and distribution.

- OV9 The College has key partnership agreements with local public and private high schools, career schools, and local two- and four-year institutions.

Here are what the Systems Appraisal Team identified as Terra State Community College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

Item	S/O	Comment
2P1	O	While decisions to provide non-instructional processes appear to be reviewed as part of the strategic planning process, it is unclear how Terra State Community College designs and operates such processes. Clarifying these processes may help to ensure that these services are effective and meet stakeholder needs.
2P2	S	The College identifies two additional strategic ends beyond the instructional ends of the overall mission. These include: Building Community Relations and Lifelong Learning. These are further delineated as “other distinctive objectives:” Workforce Development, Lifelong Learning, Employment and Business Services, as well as Community Services.

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| 2P3 | S | Terra State Community College has several methods for communicating expectations regarding non-instructional services, including Listening and Learning sessions, meeting minutes, and employee meetings. |
| 2P4a | S | An assessment plan has been partially implemented to review measurement of strategic objectives with respect to non-instructional processes by using surveys of service users and data documenting numbers of clients served. |
| 2P4b | O | While plans are being developed to assess clients served and their satisfaction with some non-instructional objectives, the College has an opportunity to develop more systematic processes for assessing its effectiveness in accomplishing these objectives and involving stakeholders in a review of the results. |
| 2P5 | O | The College identifies faculty and staff needs regarding other distinctive objectives on the departmental level. Department supervisors include these needs into the annual department budget. The College would benefit by clarifying how these needs are collected and prioritized across campus. |
| 2P6 | O | It is unclear what offices or groups review performance results to modify non-instructional objectives and how these data are analyzed and modifications effected. Clarifying these processes may help to ensure a consistent, transparent process for re-evaluating faculty and staff needs relative to these objectives. |
| 2R1 | S | Terra State Community College collects annual sales, number of attendees, type of attendees, the number of participants, performance surveys and evaluations for its non-instructional objectives annually and through the Ohio Board of Regents. In addition, through its small business center, client counseling and client satisfaction are measured. |
| 2R2 | O | The College provides unclear data in this area. The Portfolio does not include trend lines for the numbers of projects, courses, and/or workshops offered. Although the Portfolio does report increases in the |

total number of persons trained during the last year, it does not explain significant decreases after 2008 during 2009 and 2010.

- 2R3 OO Terra State Community College acknowledges that it has an opportunity to provide the results of its new benchmarking process in future portfolios. Since the benchmarking issue has been mentioned in a previous portfolio, having a specific timeline to complete data results will help the institution evaluate its performance in providing these programs and services.
- 2R4 O Terra State Community College has the opportunity to clarify further how the results of its non-instructional processes contribute to the overall institution and to the College's relationship with the communities and regions it serves. Clarifying these processes can help to determine in what ways these non-instructional processes contribute to the mission and organization and whether the relevant programs and services are performing to those expectations.
- 2I1 S Terra State Community College has made improvements in its planning processes regarding non-instructional activities by holding planning sessions at a tactical level within those divisions that have established a number of activities of benefit to the community.
- 2I2 O A tactical planning process has been recently implemented at Terra State Community College, although it is unclear how this process intersects with other planning processes on campus. Clarifying how these processes complement one another can help to ensure that a cycle of continuous improvement is operational.

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with

students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

Item Critical Characteristic

- OV1a Terra State Community College is a nonprofit, two-year comprehensive state community College established in 1994, offering credit degrees and certificates and non-credit training to approximately 1,600 full-time and 1,900 part-time students in rural northwest Ohio. Most credit programs are offered on its main campus, although it has expanded delivery methods to include online and hybrid courses.
- OV3a Terra State Community College divides its key stakeholders into nine groups with short and long-term responsibilities identified for each stakeholder group.
- OV3b Primary competitors within 20 miles of Terra State Community College include Tiffin University and Heidelberg College, both private institutions with much higher tuition and fees. Within 50 miles, other competitors include Owens Community College and Lorain County Community College, both two-year institutions. Terra State Community College also competes in its technical programs with area vocational programs and local public schools.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

Item	S/O	Comment
3P1a	S	Terra State Community College determines the needs of students using several mechanisms such as the Community College Survey of Student Engagement (CCSSE), the Survey of Entering Student Engagement (SENSE), student course evaluations, program advisory boards, and

program-specific satisfaction surveys. These data are distributed by the deans to their respective staff and are shared with the Board of Trustees during a retreat.

- 3P1b O Terra State Community College has an opportunity to further clarify its process for selecting a course of action based on the data collected. Having a clear process for analyzing and using the data may ensure data are translated into improvements and enable leaders to assess the effectiveness of the mechanisms used capture the needs of different student groups.
- 3P2 S Terra State Community College uses several strategies to build relationships with students, including high school visits, planned communications with prospective and admitted students, a new student orientation program, and a required first-year seminar. Results from the SENSE survey place the College twelve points ahead of its cohort average in establishing early connections with students. The College maintains relationships through several point-of-contact opportunities such as an academic service center, mental health counseling, and a success mentor for underrepresented students.
- 3P3a S Terra State Community College determines the needs of other stakeholder groups using several mechanisms, including focus groups, program advisory boards, correspondence with community groups, and stakeholder meetings. Information collected is reviewed by three councils.
- 3P3b O While Terra State Community College has some events, activities and groups in place to collect information on the needs of key stakeholder groups, the College may have an opportunity to further integrate these mechanisms into a more coherent process that uses data to identify, prioritize, and respond to stakeholder needs.
- 3P4 S Terra State Community College uses multiple mechanisms to build and maintain relationships with its key stakeholders, including an annual legislative reception, transfer agreements, Foundation events, and support positions for veterans and local employers.

- 3P5 O It is unclear how Terra State Community College determines new student or stakeholder groups to target. The processes identified in 3P1 are designed to collect data on the satisfaction and engagement levels of current students. The College may benefit from developing processes to identify potential student and stakeholder groups, assess their needs, and evaluate whether to provide appropriate educational offerings and services.
- 3P6a S Well-defined processes to submit formal student complaints are described in the catalog and on the website. Such complaints are included in data used by the planning councils to formulate recommendations and changes to policy.
- 3P6b O Terra State Community College acknowledges an opportunity to develop formal processes for external stakeholders to register complaints. Having such a process will help to ensure that services and partnerships meet the stakeholders' needs and that concerns are addressed in a timely manner.
- 3R1a-3R2a S Terra State Community College reports positive results in the two years it has administered the SENSE survey. The data show improvements over time and generally place the College on par with other small colleges and its cohort group.
- 3R1b-3R2b O While Terra State Community College has an instrument in place for measuring the satisfaction of entering students (i.e., SENSE), the College has an opportunity to develop a more systematic approach that includes 1) defining what levels of performance are acceptable, 2) developing multiple measures that represent all student groups, and 3) including measures of satisfaction for other stakeholders. Having clear measures may help to ensure employees know what aspects of students' and stakeholders' experiences are important to monitor, and having more comprehensive processes may help to ensure all students' and stakeholders' voices are heard.

- 3R3a S Results provided for veterans' satisfaction and for establishing early connections with students indicate strong performance.
- 3R3b O While data are provided for some student groups (e.g., veterans), data are not provided for most student groups. The College has an opportunity to develop such measures and/or use some of the student breakouts provided in other data sets (e.g., CCSSE).
- 3R4 O Terra State Community College has an opportunity to collect data on employer satisfaction with the graduates of all career and technical programs, as it has done with its Nursing program. Collecting such information may help to identify strengths and opportunities in other programs.
- 3R5 O Although the College presents examples of programs it uses to build relationships with its stakeholders (e.g., students participating in internships), it has an opportunity to document performance results for building relationships with most of its other key stakeholder groups. Identifying appropriate measures can help to ensure the institution is meeting the key stakeholders' needs.
- 3R6 O Although Terra State Community College uses CCSSE and SENSE data to benchmark its performance results, the College has an opportunity to develop a more systematic approach to benchmarking that begins with clear performance measures and targets. The institution can then seek out tools to assess performance and the educational and non-educational organizations with which to compare performance. Developing a more intentional approach may help to enhance analysis and provide better guidance for improvements.
- 3I1a S Terra State Community College has made a number of systemic improvements in this category that seem likely to improve the institution's ability to build and maintain relationships with students and external stakeholders.
- 3I1b O Without clear measures and systemic processes for analyzing data, it is unclear whether the improvements made represent evidence of systemic

processes in this category. Clarifying what results prompted these improvements may demonstrate a more systemic approach to continuous improvement.

- 3I2 S The willingness of Terra State Community College to engage in self-examination, set long- and short-term goals, work across functional lines, and use best practice reviews demonstrates a culture that supports continuous improvement in understanding student and stakeholder needs.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

OV1a Terra State Community College is a nonprofit, two-year comprehensive state community college established in 1994, offering credit degrees and certificates and non-credit training to approximately 1,600 full-time and 1,900 part-time students in rural northwest Ohio. Most credit programs are offered on its main campus, although it has expanded delivery methods to include online and hybrid courses.

OV4 Terra State Community College has 52 full-time faculty (26 tenured), 164 part-time instructors, 23 administrators, 75 full-time staff, 140 part-time staff, and 65 student

workers. Terra State Community College's staff and full-time faculty are represented by collective bargaining units.

- OV5 Terra State Community College utilizes a Cabinet structure that is responsible for the evaluation of the existing organizational structure and potential staffing needs. This structure ensures alignment of the various functions of the College with its mission and core values. In addition, it works with the five year forecast summarizing the College's anticipated future needs, changes, and succession planning of its executives.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

Item	S/O	Comment
4P1	S	Terra State Community College identifies specific credentials, skills, and values of employees using indicators appropriate to each category of employment. Faculty indicators include baseline credentials as described in the faculty contract, fellow faculty members/research, benchmarks established by the Ohio Association of Community Colleges (OACC), and input from external stakeholders in business and industry. Staff indicators include review of current job market conditions and benchmarks established by the OACC. Trustees and upper level administrative indicators include benchmarking against similar positions at regional institutions. All positions are expected to demonstrate values as identified in the College's Mission.
4P2	S	The College ensures that credentials, skills, and values are met during the hiring process by making use of NEOGOV web-based software, requiring transcripts of all prospective employees, conducting reference checks, and determining values during the interview process.
4P3	S	Terra State Community College recruits and hires through local publications in and around its service area. Both recruiting and hiring are compliant through EEOC. In addition the College utilizes a multi-level application and hiring process involving the qualified candidates, a hiring committee, and face-to-face interviews. The supervisor of the position

and the respective VP are also included in the decision making and interview process. The College utilizes an orientation program to assist in retaining employees. Supervisors are required to hold regular meetings for information and communication. The College also holds recognition events for maintaining staff morale.

- 4P4 S The College developed a new employee orientation process in 2002 as part of an AQIP action project. The process was evaluated and redesigned in 2009. A coordinator was hired to design a faculty orientation process similar to the staff orientation.
- 4P5 O Although the College has begun implementing a succession plan, it can benefit by detailing systematic and comprehensive steps. Having a succession plan especially for executive levels would help the College anticipate risks associated with the loss of continuity and leadership.
- 4P6 O While the College has some mechanisms in place for soliciting employee feedback and setting individual development goals, it is unclear what strategies are used to design work processes and activities so they contribute to productivity and satisfaction. Developing clear processes may help to guide managers and employees in designing work that meets the needs of multiple stakeholders.
- 4P7 S New employees receive and discuss a handbook during orientation that contains the Employee Standards/Code of Ethics. Employees are held accountable for standards of conduct through progressive corrective action channels developed by the Progressive and Corrective Action Committee, formed as a result of the AQIP Strategy Forum in 2009.
- 4P8a S The College identifies short term training needs at the department level and long term training needs through the Annual Performance Review process. Faculty members have the option of drafting a Professional Growth Incentive in cooperation with the appropriate Division Dean. In addition, the College determines faculty needs through the annual self-evaluation process. The College has developed training programs for

faculty to encourage use of technologies—an effort that reflects two of the Colleges strategic ends: Opportunity and College Vitality.

- 4P8b O The College does not describe how it aligns employee training with organizational plans for strengthening instructional and non-instructional programs and services.
- 4P9 O While Terra State Community College has occasions for training and developing its faculty and staff and provides financial resources to reinforce the training, the College has identified the need to design formal programs in mentoring for administrators and staff to enhance their long-term contributions.
- 4P10a S The College has implemented a new self evaluation model for full-time faculty which includes “the faculty member’s philosophy of education, progress towards meeting goals established in the previous evaluation, review of student evaluations, and new goal(s) for the upcoming year(s).” Adjunct faculty complete a self-assessment after reviewing student evaluations and are evaluated by Division Deans through classroom observation.
- 4P10b O An evaluation model was designed in 2006 to support evaluation of employees. However, a process to align results from all employee evaluations with objectives for both instructional and non-instructional programs and services is not presented.
- 4P11 S The College determines employee compensation using Compease: A Salary Administration System. The College consults with a nationally ranked benefits firm and has developed a Labor Management Committee as a result of a fall 2009 AQIP Strategy Forum. The College has redesigned faculty and staff recognition activities as a result of a strategic end—College Vitality—in its overall strategic planning process.
- 4P12 S Staff motivation and morale are monitored through surveys, Listening and Learning sessions, and open forums. Actions are taken when issues are identified that need policy or procedure changes or can be resolved within the department.

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| 4P13 | S | Terra State Community College utilizes the Campus Quality Survey to determine overall employee satisfaction that also includes health and safety and overall well-being. In addition to the survey administration, The College provides for a fitness center, a wellness committee, and a campus safety committee to address all effectiveness concerns from the survey. |
| 4R1 | S | The College identifies five categories of key areas of measurement that include eight instruments and quantifiable attributes used to regularly assess its valuing of people. |
| 4R2 | S | The Portfolio provides some data to evaluate the item, including: its Quality Campus Survey over a five-year period; its new employee orientation survey results; and the continuation education participation values over the past four years. The team recognizes that the limitations imposed on the length of the Portfolio also restrict the amount of data that can be presented. |
| 4R3 | OO | The College has an opportunity to develop measures of employee productivity and effectiveness that go beyond enrollment. Having such measures in place can help managers determine whether employees are effective in meeting the goals of the unit and the College. |
| 4R4 | S | The chart presented evidences the College's efforts to compare performance results from its processes for valuing people with that of other higher education organizations. The presentation can be strengthened by specific identification of and rational for the national norms selected. Evidence of consideration of benchmarks from organizations outside of higher education will also enhance assessment of its comparative efforts. |
| 4I1a | S | The College cites improvements in valuing people through the development of specialized committees, the use of professionally developed computer software in hiring and compensation, succession planning, and recognition activities. |

- 411b O TSCC has an opportunity to identify relevant improvements and to demonstrate how the improvements were systematic and comprehensive.
- 412 OO The College has not identified how its culture and infrastructure help it to select specific processes to improve and to set targets for improved performance results in valuing people.

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

Item Critical Characteristic

- OV1a Terra State Community College is a nonprofit, two-year comprehensive state community college established in 1994, offering credit degrees and certificates and non-credit training to approximately 1,600 full-time and 1,900 part-time students in rural northwest Ohio. Most credit programs are offered on its main campus, although it has expanded delivery methods to include online and hybrid courses.
- OV1b Terra State Community College is governed by a local Board of Trustees and is also overseen by a Chancellor and State Board of Regents.
- OV3a Terra State Community College divides its key stakeholders into nine groups with short and long-term responsibilities identified for each stakeholder group.

- OV5 Terra State Community College utilizes a Cabinet structure that is responsible for the evaluation of the existing organizational structure and potential staffing needs. This structure ensures alignment of the various functions of the College with its mission and core values. In addition, it works with the five year forecast summarizing the College's anticipated future needs, changes, and succession planning of its executives.
- OV6 A new year-long strategic planning session called *Vision 2016* created a new vision, mission, value statements, and five new goals for the College. Strategies to align with these key initiatives are underway.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

Item	S/O	Comment
5P1	SS	The College recently completed <i>Vision 2016</i> in which its mission and values were reviewed and redefined. The process for creating <i>Vision 2016</i> included the use of two cross-functional teams that gathered input from internal and external constituents through a reiterative process within the context of the College's Planning and Institutional Effectiveness (PIE) Council. The plan was approved by Terra's Board of Trustees and senior leadership in May 2011.
5P2	SS	Leaders at the administrative level and through the Planning and Institutional Effectiveness Council (PIE) set direction and guidance for the strategic planning process that is designed to meet the needs of the students and other stakeholders. The PIE Council develops a one page plan, consisting of strategic initiatives aligned with the institution's mission, vision, and values statements from which AQIP action projects are selected and reviewed subject to trustee approval.
5P3	S	The College uses advisory committees, focus groups, evaluations of courses, programs and services, and a formal academic program assessment process to take into account the needs of students and key stakeholders in its leadership processes. For example, the College details the hiring process along with some examples of retention strategies such

- as an orientation process, as well as positive attitudes of administrators, and a recognition committee.
- 5P4 S College leaders seek future opportunities by serving in multiple local and regional community organizations and regularly attending statewide meetings with peers. The College's commitment to student-centeredness then guides a strong focus on students and learning in assessing future opportunities identified through its relationship building activities. In addition, leaders take into account input from internal and external stakeholders through various strategies to meet stakeholder needs. Leaders utilize a relationship building strategy to guide future opportunities.
- 5P5 SS Decisions are made through the College's governance system which is made up of a variety of teams that are inclusive of employees at the College. These groups are utilized to recommend and, in many cases, make and implement decisions. Policies and operating procedures as well as specific operating charters are used to guide the groups to promote consistency of practices.
- 5P6a S A variety of real-time and snapshot data is used by College leaders to make informed data-driven decisions that best prioritize responses to ongoing financial and strategic needs serving internal and external stakeholders.
- 5P6b O Terra State CC has an opportunity to develop more systematic processes for using information and performance results in decision making, particularly new data-collection instruments like the CCSSE, SENSE, and the Campus Quality Survey. It is unclear how data from these instruments are used to facilitate decision making.
- 5P7 SS Both formal and informal communication processes are utilized to present information to various levels of the institution. Examples of communication processes include convocations, newsletters and committee meeting minutes.

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| 5P8a | S | Wide publication of the vision, mission, and values is one of the action items of the <i>Vision 2016</i> strategic plan. Work groups and individuals are encouraged to link goals to the vision, mission, and values of the College. |
| 5P8b | O | The College has an opportunity to create a feedback process linked directly to its mission, vision, and values statements that its leaders can use to communicate performance measures of its strategic initiatives. |
| 5P9a | S | Because team empowerment has been a focus of the College since the last systems appraisal, a natural benefit has been the encouragement and development of leadership abilities among faculty, staff, and administrators. Best practices and sharing of leadership knowledge and skills have been augmented at the College through enhanced professional development efforts across the campus. |
| 5P9b | O | An opportunity exists to promote development and training for all levels of employees. |
| 5P10 | S | The President's Cabinet has taken an active role in promoting the development of leadership succession plans due to the somewhat higher employee turnover rates attributed to retirement attrition. Several initiatives undertaken have resulted in improved alignment of organization resources with the College's mission, vision, and values as reorganization opportunities presented themselves, thus creating new avenues for leadership succession. |
| 5R1 | O | The Campus Quality Survey is the principal means used to collect data for analyzing the effectiveness of the College's efforts in leading and communicating. This effort, while a very good beginning, provides an opportunity to develop a more robust set of instruments and techniques to analyze leading and communicating performance. |
| 5R2 | O | The College has an opportunity to clarify what measures it uses to evaluate its leadership and communication. It does not appear to differentiate between measures and survey questions. Clarifying what qualities it seeks in its leadership and communication processes is important for communicating shared expectations to stakeholders and for |

assessing whether the tools the College uses to evaluate its performance are relevant.

- 5R3 O Terra State Community College does not appear to benchmark its performance in this area.
- 5I1 O The College has created a number of committees tasked with improving the performance of the College in terms of Leading and Communicating. The College provides a listing of improvements. However, the College has an opportunity to develop a more systematic and comprehensive set of processes and performance results for supporting leading and communicating.
- 5I2 O While the College has made a number of improvements in this category, it is unclear how they demonstrate the systematic approach indicated in 5I2. The College may have opportunities to further develop evaluation processes in this area, so leaders have clearly defined performance measures to monitor and use in identifying and prioritizing improvement opportunities.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

- OV2 The College provides an array of student services necessary to support the academic and non-academic needs expected of its students.
- OV5 Terra State Community College utilizes a Cabinet structure that is responsible for the evaluation of the existing organizational structure and potential staffing needs. This structure ensures alignment of the various functions of the College with its mission and core values. In addition, it works with the five year forecast summarizing the College's anticipated future needs, changes, and succession planning of its executives.
- OV8 Terra State Community College faces future challenges created by reduced state-level funding and a 31.5% increase in enrollment over the past three years.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	S/O	Comment
6P1	S	Terra State Community College identifies seven key processes by which it determines the support service needs of its students: Financial Aid, Admission and Enrollment, Recruitment, Advising and Tutoring, Student Activities, Bookstore, and Library Services. For each of these processes, the College has further described components, management, measures, and uses. Additionally, the College employs informal feedback from external stakeholders including regional educational institutions and governmental agencies.
6P2	S	The College uses direct and indirect feedback measures gathered from its various committees and councils to identify the administrative support service needs of its faculty, staff, and administrators.
6P3	O	While the College reports that a comprehensive safety plan was initiated in 2008, the Portfolio does not provide detail on how the institution maintains and communicates information concerning the key support processes that contribute to everyone's physical safety and security at the campus.

- 6P4 S Key support service processes are maintained by area managers and supervisors who have process measures through which they evaluate the current performance of the system.
- 6P5 O The College's presentation is non-responsive to the criterion question of how it documents support processes to encourage knowledge sharing, innovation, and empowerment.
- 6R1 S The College collects and analyzes measures of student and administrative support services chiefly through the processes it uses to identify student needs as described in 6P1. Data is analyzed by a committee or area supervisor.
- 6R2 O Data is not provided for most of the measures identified in Figure 6.1. The data provided for some measures are aggregated, so it is unclear what areas performed well or poorly. Evidence is not presented of on-going, data driven, continuous improvement processes, other than the normal management process.
- 6R3 O The College describes strong financial data in measuring administrative support services: enrollment, tuition and fee revenue, and fund balances. The College attributes the strength of these data to recent enrollment growth. However, it is not clear in the Portfolio how these measures by themselves are sufficient to measure the effectiveness of administrative support services, given the complexity of processes those services can entail.
- 6R4a S It is clear that the College is reacting to the need to improve its information systems technology and student advising. The College would benefit from creating processes that will proactively address improving the services it provides.
- 6R4b O The College cites two primary examples of how the Campus Quality Survey is used to improve student and administrative services: changes in computer information personnel and programming and changes in advising and tutoring services. Despite the success of these two specific projects, the College has an opportunity to describe more clearly how

- information in general is centralized, prioritized, and used for improvement.
- 6R5 O Although the College benchmarks its performance against peer institutions using CCSSE and SENSE and financial data available within the Ohio system, benchmarking activities do not appear to be systematic. Having more systematic processes may help to ensure meaningful context for a broader range of indicators.
- 6I1 S Terra State Community College has made significant systematic and comprehensive improvements that strengthen its processes and performance results for supporting its organizational operations. Decisions as to what areas to improve were made through a college-wide planning and improvement process.
- 6I2 O Terra State Community College has an opportunity to better define how its characteristics of culture and infrastructure help to target specific process that help it to improve the performance of its support services.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

- OV5 Terra State Community College utilizes a Cabinet structure that is responsible for the evaluation of the existing organizational structure and potential staffing needs. This structure ensures alignment of the various functions of the College with its mission and core values. In addition, it works with the five year forecast summarizing the College's anticipated future needs, changes, and succession planning of its executives.
- OV6 A new year-long strategic planning session called *Vision 2016* created a new vision, mission, value statements, and five new goals for the College. Strategies to align with these key initiatives are underway.
- OV7 The Office of Institutional Research is primarily responsible for data collection; however data distribution is decentralized. The College is currently reviewing policies and procedures related to technology needs and to data collection, analysis, and distribution.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item	S/O	Comment
7P1	S	Terra State Community College selects and manages data and information necessary to answer key questions required to determine institutional effectiveness based on input from various councils, committees, state and local entities.
7P2	S	Data and information are distributed to various committees, councils, and the Board of Trustees to assist decision making concerning planning and improvement efforts.
7P3	O	The College describes multiple methods and locations used to organize and store performance data and information. However, its response does not address the criterion process question of how it determines the needs of departments and groups related to the collection, storage, and accessibility of data and performance information.
7P4	S	Performance information for college-wide goals and action projects are reviewed through semi-annual performance reports and shared via college-wide meetings, area managers, and written publications.

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| 7P5 | S | Comparative data collection is based on analyzing budgetary needs and on researching what measures and data are appropriate to align with the Strategic Plan and goals of the College. |
| 7P6 | S | Senior leadership meets with division personnel to assist with aligning data collection and measurement with the strategic goals of the College. Distribution of information occurs through meetings and the semi-annual reporting of the strategic plan and goals. |
| 7P7 | S | IT personnel receive regular developmental training, and software updates are regularly tested and applied to the College's the major database systems to ensure their timeliness, accuracy, and reliability. A strong password system, regular password expiration, and failed attempt lockout protocols are used to protect the security of information systems and related processes. Employees with access to confidential information receive recurring FERPA training. |
| 7R1 | O | Although Terra State Community College identifies a number of IT-related measures in place, it is unclear how common dimensions of information and knowledge management processes are evaluated. Measuring employee satisfaction with data services--along with the timeliness, accuracy, and use of data--will help to ensure decision support is effective. As of yet, there is not sufficient evidence in the Portfolio to indicate how the College analyzes its results to establish improvements. |
| 7R2 | O | Although the College provides some trend data concerning satisfaction with computer information, it is unclear what data is used to determine that the goals of the College are being met. The College would benefit by reporting the data collected for the five goals of the College. |
| 7R3 | O | The College relies on data from the Campus Quality Survey but needs to explore further strategies to determine measures of effectiveness within the institution and comparisons of this data with other institutions of higher education and other entities. |
| 7I1 | O | Terra State Community College provides a listing of improvements in measuring effectiveness and recognizes the need to improve in many |

areas because of the College's growth. Although the College has made several improvements in the infrastructure of its services, the improvements are neither systemic nor comprehensive in nature. The College would aid the infrastructure better to focus on improving several of its systematic processes and to tie those processes to its improvements.

- 712 O The College reports a culture of employee inclusion when determining how the College chooses to measure effectiveness. This employee inclusion will work to the College's advantage when implementing the strategic plan, mission, and vision of the College. However, it is unclear how the culture and infrastructure contribute to improving the processes for measuring effectiveness. In addition, the College does align a variety of its services and some of its processes through its Cabinet and Committee structures; however, evidence does not suggest it sets targets for short and long term planning.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 8, Planning Continuous Improvement:

Item Critical Characteristic

- OV6 A new year-long strategic planning session called *Vision 2016* created a new vision, mission, value statements, and five new goals for the College. Strategies to align with these key initiatives are underway.

OV8 Terra State Community College faces future challenges created by reduced state-level funding and a 31.5% increase in enrollment over the past three years.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

Item	S/O	Comment
8P1a	S	In response to feedback on the last Systems Appraisal, Terra State Community College developed a collaborative strategic planning process that includes cross-functional teams for environmental scanning, over 30 listening and learning sessions with internal and external stakeholders, a grassroots process for developing initiatives, and an iterative process for reviewing drafts of the goals and strategies.
8P1b	O	It is unclear how the goals and strategies of the <i>Vision 2016</i> plan support the mission, vision and values, since the process described indicates the mission, vision, and values were developed independently of the strategies and later in the process. Clarifying these key components of the College's planning processes may help to ensure the goals and strategies support the College's aspirations.
8P2	O	While the College identifies criteria used to determine short- and long-term strategies (i.e., priorities, resources, and qualified personnel), it is unclear how these criteria are used in a process for selecting strategies. Having a clear process may help the institution communicate to stakeholders <i>how</i> priorities are established, resources allotted, and personnel deployed.
8P3	O	While the College identifies the teams responsible for developing the initiatives associated with its strategic plan, it is unclear how the identified initiatives are evaluated and prioritized. It is also unclear how action plans were developed to support those initiatives. Having a clear, consistent process may help the institution use its limited resources effectively.

- 8P4 O While the College involved all its employees in identifying campus initiatives, it is unclear how these meetings and requests for input ensure on-going alignment of strategies and action plans with the College's goals across levels of the organization. It is also unclear how the strategic planning process aligns with other key planning processes, such as planning for continuous improvement. Having clear, consistent processes may help to ensure that strategies and action plans are followed with a clear sense of the goal to be achieved.

- 8P5 OO The College identifies a worksheet through which it defines objectives, selects measures, and sets performance targets, but it is unclear what process is used to populate the worksheet. Having a clear process can help to ensure the process is collaborative, transparent, and embodies the institution's values.

- 8P6 O It is unclear how strategies and action plans are linked and how they take into account current and future resource needs. A pool of funds is set aside to support strategic priorities, but it is unclear how strategies and action plans are prioritized to use these funds. Having processes in place can help to ensure financial and personnel resources are used effectively.

- 8P7 O The College has an opportunity to more fully develop its processes for assessing risk in its planning. While legal counsel and a priorities budget may address emergent issues, it is unclear how financial and legal risks are anticipated and addressed as part of strategy and action plan development.

- 8P8 O The College recognizes an opportunity to rejuvenate its training in quality, but it also has an opportunity to anticipate training needs in setting its strategies and action plans. It appears that professional development needs will be assessed after the Vision 2016 has been completed and approved. Anticipating training needs critical to the implementation of strategies and action plans may help the College assess whether it has the resources and expertise to support the strategies and action plans being developed.

- 8R1 OO Although Terra State Community College reports having developed measures for the five goals and related initiatives and action plans, the measures are not provided.
- 8R2-8R3 OO No performance results, projections and targets are provided for accomplishing organizational strategies and action plans.
- 8R4 OO The College has an opportunity to clarify what comparative data with other institutions the College will be evaluating. Having comparative data may help the College evaluate the effectiveness of its planning processes.
- 8R5 OO Terra State Community College requires each team within the *Vision 2016* effort to identify the objectives, measures, and targets related to its action item and strategic initiative. It is not clear, however, how this information is sufficient to show evidence of the planning effort's effectiveness. The College does not appear to have measures in place for determining the effectiveness of its planning processes. Having such measures may aid the Planning and Institutional Effectiveness Council in determining whether its planning system is effective and embodies the institution's values.
- 8I1a S Terra State recently completed a strategic planning process that was more structured, well-executed, and inclusive of faculty, staff, and key stakeholders. Furthermore, measures that will be used to determine effectiveness of the implementation and results from goals contained in the strategic plan are reported to be more precise than in the previous plan.
- 8I1b O While Terra State has made some improvements in its planning processes, it has an opportunity to make these processes more systematic at the institutional level, incorporating effectiveness measures to guide future improvements.
- 8I2 O It is unclear how the College's infrastructure and processes support on-going collaboration and evaluation of current performance results to determine which processes, programs, and services to improve.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Terra State Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

OV3a Terra State Community College divides its key stakeholders into nine groups with short and long-term responsibilities identified for each stakeholder group.

OV9 The College has key partnership agreements with local public and private high schools, career schools, and local two- and four-year institutions.

Here are what the Systems Appraisal Team identified as Terra State Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item	S/O	Comment
9P1	S	Terra State Community College identifies collaborative partnerships primarily as an outgrowth of <i>Vision 2016</i> , the strategic planning process, particularly its multiple listening sessions. As needs are identified, they are converted into initiatives aligned under the Board of Trustees' five strategic goals and prioritized according to the magnitude of their need and their ability to impact the most organizations and stakeholders. Additionally, the president and vice presidents meet with education leaders throughout the state to build relationships with other education organizations.

- 9P2a S The College relies upon personal contacts and advisory boards to create, prioritize, and build relationships with educational organizations and employers. Advisory boards, created for each academic program, are also used to identify requirements of employers and current economic trends locally.
- 9P2b O It is unclear how the College prioritizes its relationships with organizations that receive its students. Clarifying this part of the process may help to ensure the College's resources are being used effectively to meet the needs of internal and external stakeholders.
- 9P3 O Although the College provides several examples of relationships that provide services to students, it does not describe a clear, consistent process through which partnerships with service providers are built, prioritized, and maintained. Documenting clear processes can help to clarify roles and responsibilities and incorporate feedback loops that help to provide leading indicators when service providers may not be meeting students' expectations.
- 9P4a S The College relies on its purchasing agents to maintain relationships with organizations that supply services to the organization as a whole. The College regularly reviews its partnerships that provide services and supplies to its students such as cafeteria service, insurance, transportation, and office services and makes adjustments that improve the services and materials provided.
- 9P4b O Terra State Community College acknowledges an opportunity to move from informal vendor-initiated evaluation processes to a more formalized process. Having embedded evaluation processes may provide leading indicators when vendors are not meeting stakeholders' expectations.
- 9P5 O The College cites multiple examples of partners with whom the College has relationships and the nature of the relationships. However, it does not describe how it creates, prioritizes, and builds relationships with the education associations, external agencies, consortia partners, or the general community with which it interacts.

- 9P6a S The College uses feedback from surveys, informal conversations, listening and learning sessions, and attendance at agency and board meetings to determine if its partnership relationships are meeting the needs of those involved.
- 9P6b O Terra State Community College has an opportunity to clarify how its mechanisms for collecting stakeholder feedback—surveys, conversations, board meetings—create a consistent, coherent process through which it acts on the feedback.
- 9P7 O Although the College has built and maintained many relationships with both internal and external stakeholders, it would benefit from a systematic and comprehensive process to evaluate the effectiveness of those partnerships to ensure that they are mutually beneficial.
- 9I1a S The College identifies a number of areas in which it has made recent improvement, including food service, alumni relations, internal/external communications, and programming collaboration with external stakeholders.
- 9R1b O The College has listed a number of measures which it collects and analyzes to measure key internal and external collaborative partnerships. However, the Portfolio does not extend beyond the list to describe how the measures are collected and used for improvement. The College has an opportunity to clarify which types of collaboration the measures purport to assess. Connecting the measures to the types of relationships measured will clarify whether measures like the “number, quality and duration of relationships” is an appropriate assessment.
- 9R2 OO The Portfolio provides data regarding numbers of transfer students, apprenticeships, and articulation for a number of other educational institutions. However, these data are not direct measures of the College building key collaborative relationships. Further, performance results data are not presented for collaborative relationships identified in 9P5 for key collaborative relationships within the community, business & industry, governmental regulatory agencies, or key internal relationships.

- 9R3 OO The College currently gauges its performance informally with other institutions and recognizes the need to develop structured processes for measurement, analysis and performance improvement. The College will benefit from including measurements from sources outside of higher education, particularly those related to key non-education relationships identified in 9P5.
- 9I1 O The College describes multiple examples of recent improvements it has accomplished in building collaborative relationships. However, it does not describe the development of systematic and comprehensive measurement, assessment, and performance improvement processes for building collaborative relationships.
- 9I2 O The College has an opportunity to clarify how its culture and infrastructure contribute to selecting specific processes to improve and to setting performance targets. Examples of performance targets being developed in this category were not evident. Benchmarking with other institutions and systematically evaluating these processes would provide stronger evidence in this category question.