



TERRA
COMMUNITY COLLEGE



Academic Quality Improvement Program
November 2011

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INSTITUTIONAL OVERVIEW

Terra State Community College is a publicly supported, not-for-profit, two-year college located in northwest Ohio. Terra Technical College opened its doors in 1968 to serve 68 students. Terra Technical College became a comprehensive state community college in the summer of 1994 with approval from the Ohio Board of Regents (OBR). This conversion to a community college allowed Terra State Community College to begin granting the Associate of Arts and the Associate of Science degrees in addition to applied technical degrees, certificate programs and non-credit training. Terra operates as a political subdivision under Ohio Revised Code (Title 33, Chapter 58). Terra's legal service district includes Sandusky, Seneca and the eastern portion of Ottawa County in rural northwest Ohio.

The Ohio Board of Regents (OBR) approves the College's associate degrees and the College is partially funded by the State of Ohio's OBR enrollment based subsidy formula. As a public, non-profit institution, Terra abides by all federal and state health and safety regulations, such as OSHA. State financial regulations center on the current enrollment-driven subsidy calculation and state financial aid programs for eligible students. Federal regulations focus on student financial aid, privacy of student records, compliance with affirmative action, the Americans with Disabilities Act and other state and federally mandated initiatives.

Terra's mission statement—*To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community*—was crafted during the year-long strategic planning process started in fall of 2010. This mission statement is supported by the College's vision statement, core values and strategic goals. These are well publicized on the Terra Community College website and are listed below.

Vision

Dynamic transformation through innovation, collaboration, and leadership

Mission

To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community

Core Values

| CORE VALUE | PURPOSE STATEMENTS |
|----------------------|---|
| Relationships | <ul style="list-style-type: none"> • We emphasize the importance of human relationships, diversity and a sense of community. • We provide a positive atmosphere that fosters personal and professional growth. • We provide a safe learning environment where joy, humor and teamwork are embraced. • We encourage open communication and the sharing of ideas. |
| Learning | <ul style="list-style-type: none"> • We are committed to academic excellence. • We are committed to the development of the whole person. • We provide students the opportunity to take an active role in their success. • We are accountable to the community to educate students and to sustain and improve society. |

| CORE VALUE | PURPOSE STATEMENTS |
|-------------------|--|
| Integrity | <ul style="list-style-type: none"> • We regard honesty, trust and respect as essential to our academic, personal and professional standards. |
| Innovation | <ul style="list-style-type: none"> • We are entrepreneurial in spirit. • We empower students and employees to be innovative and visionary. • We embrace collaboration with the many communities we serve. • We encourage transformational leadership in our practices. |

Figure IO-1: Core Values

Strategic Goals:

- Raise the region's educational attainment in higher education.
- Serve as a catalyst for success in college.
- Enhance community outreach and engagement
- Provide dynamic training and learning opportunities for life and work in a global community.
- Expand the College's resource base.

Twenty initiatives have been created and positioned under the five goals. Under each initiative, action items have been identified, which include timelines and anticipated completion dates in accordance with *Vision 2016*.

Item 1. Goals for Student Learning and Shaping an Academic Climate

The College has established five general education learning outcomes for all degree seeking students.

General Education Learning Outcomes

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

Figure IO-2: General Education Learning Outcomes

The Assessment Coordinators, VP for Academic Affairs, Division Deans and Faculty manage the assessment of student learning goals at the course-level, program-level and institutional-level. Assessment matrices and rubrics have been designed to guide assessment for these goals.

Key Instructional Credit and Non-Credit Programs

The College serves surrounding communities by providing access to a variety of educational and training programs. The offerings include both credit and non-credit programs, as well as programs that span from “cradle to grave”. Over the past few years, the College has worked to continue to expand both accessibility and available learning opportunities by instituting new course delivery systems. Beyond the traditional classroom instruction, the College now offers distance learning and hybrid courses. In addition to expanding course delivery systems, the College has also expanded accessibility and available learning opportunities by offering its courses in varying timeframes. For example, fall and spring semesters courses are now offered in a 16-week section, a 14-week section or two 8-week sections.

The College offers students the opportunity to pursue a wide variety of degrees and certificates including: Associate of Arts, Associate of Science, Associate of Applied Business, Associate of Applied Science, Associate of Technical Studies and Associate of Individualized Studies. Academic offerings have grown to include 23 programs of study (40 majors) and 47 certificate programs. In addition to these “for credit” programs, the College also offers over 150 non-credit training courses through the Kern Center, a part of the Business, Engineering Technologies and Workforce Development Division.

Educational Systems, Services and Support Technologies

While the majority of credit courses offered by the College are held at the main campus, a small but increasing number of courses are being offered at local high schools and career centers for Tech Prep and Post Secondary Education Option (PSEO) students. Non-credit course offerings, on the other hand, can be held at the College’s main campus or at local businesses for training purposes.

Anyone enrolled in credit courses at the College is granted access to Angel, the College’s learning management system. Using Angel, students have the ability to:

- View grades
- Pick up and post assignments
- View videos or videotaped lectures
- Review course syllabi
- Take quizzes and tests
- Participate in discussion boards

The College also utilizes a student portal. The student portal allows students access to the following online services:

- Apply for admission
- Schedule advising appointments
- View class schedule and grades
- View emergency response system
- Update contact information and degree seeking information
- Register for classes
- Request a tutor
- View financial aid
- Review advisor information

Item 2. Key Organizational Services for Students

Terra offers an array of services to meet the academic and non-academic needs of its student body. A non-exhaustive list is provided below:

- Academic Advising
- Math Center
- Career Services
- Student Legal Services Program
- Bookstore
- Veterans Services
- Tutoring
- Testing Center
- Disability Services
- Student Financial Aid Services
- Student Email Accounts
- Student Clubs
- Writing Center
- Transfer Center
- Counseling Services
- Local Merchant Discounts

During August of 2011, the \$6.6 million renovation of the Arts and Health Technology Center was completed. The brand new 43,000 square foot facility houses seven state-of-the-art labs and computer technology classrooms as well as five practice rooms and a group study area for students.

Item 3. Requirements and Expectations of Students and Key Stakeholders

Inserted below is a chart listing Terra State Community College's primary stakeholders and summarizing the College's short-term and long-term responsibilities relative to each of the primary stakeholders.

Stakeholders and Terra's Responsibilities to Them

| Stakeholder | Short-Term Responsibility | Long-Term Responsibility |
|------------------------------------|---|--|
| All Students | Provide excellent classes and support services that enable students to be successful in a safe learning environment | Provide relevant academic programs and learning environments that foster personal and professional growth |
| Developmental Educational Students | Provide smaller classes, free tutoring and learning communities that foster encouragement | Continually update curriculum and support systems that allow students to take an active role in their success |
| Employees | Work in a team environment to fulfill the mission, vision and values of the College, with open communication | Continually improve our approach to provide a safe and positive environment that empowers employees to be innovative and visionary |
| Educational Institutions | Provide collaborative relationships that allow students to be academically successful at all educational levels | Continually improve partnerships and seek opportunities for future collaborations |

| Stakeholder | Short-Term Responsibility | Long-Term Responsibility |
|---|--|---|
| Ohio Board of Regents | Provide annual data that document college, program, and student outcomes | Work in collaboration with other two-year institutions to support the goals of the University System of Ohio Strategic Plan for Education |
| Accrediting Agencies | Provide required documentation/data to show program and student success | Stay current with required accreditation/certification requirements to meet or exceed the requirements |
| Community | Provide educational and enrichment opportunities; participate in community service organizations and advisory boards | Continuously improve our approach to provide educational and enrichment opportunities; support economic growth and development |
| Business & Industry and other employers | Provide workforce development training as needs arise | Continue to foster partnerships with business & industry to foster economic growth & development |
| Donors to the Terra Foundation | Provide feedback to donors on how their dollars are being used and invested to support students | Use donated funds, equipment, and services in alignment with the college mission and goals; continuously improve approach to cultivate donors |

Figure IO-3: Stakeholders and Terra's Responsibility to Them

Primary Competitors

Although no other public higher education institutions reside within the College's service district, two private colleges are located within close proximity. Tiffin University and Heidelberg College are both located in Tiffin, Ohio, approximately 20 miles south of the College in Seneca County. Both Tiffin University's and Heidelberg College's tuition and fees are significantly higher relative to the College's, therefore limiting any potential price competition between the College and these institutions.

Furthermore, Tiffin University and Heidelberg College offer very few, if any, two-year programs and Associate Degrees, which further tempers any competitive forces that could potentially exist between the College and these institutions. Consequently, these institutions would be considered competitors almost solely because of their proximity.

When surveying a broader geographical area surrounding the College, several additional institutions can be identified within a 50-mile radius of the College. To the west, the University of Findlay, the University of Toledo, Lourdes College, Bowling Green State University, Owens Community College, and Owens – Findlay Campus reside. To the east, Bowling Green State University - Firelands Campus (two-year), and Lorain County Community College are housed.

In addition to the nearby higher education institutions, the College's technical programs may also be perceived to be in competition with vocational programs and local public schools.

Item 4. Administrative, Faculty and Staff Human Resources

The following chart provides a breakdown of the College's current employees.

| Employment Classification | Number Employed | Breakdown by Employee Type | |
|---------------------------|-----------------|----------------------------|--------------------------------|
| Full-time Faculty | 52 | 26 Tenured | 24 Tenure Track/ 2 Lectureship |
| Full-time Staff | 98 | 23 Administrators | 75 Staff |
| Part-time Employees | 369 | 164 Adjunct Instructors | 140 Staff/ 65 student workers |

Figure IO-4: Employee Breakdown

Presently, there are two collective bargaining units that represent a portion of the College's employees. The Terra Faculty Association (TFA) represents all full-time faculty members. The Ohio Association of Public School Employees/American Federation of State, County and Municipal Employees (OAPSE/AFSCME) represents the College's staff personnel. Both the TFA and OAPSE/AFSCME currently have contracts with the college that are set to expire during June 2014 and June 2013, respectively. Negotiations with both units have typically addressed salaries, health insurance benefits and work environmental issues.

Organization and Use of Human Resources

The Human Resources department functions in alignment with the mission statement and values statement of the College.

The Cabinet is responsible for evaluating the existing organizational structure and potential staffing needs. It performs this function by examining both the effectiveness of the current organizational structure as well as a five-year forecast summarizing anticipated future needs, organizational changes, and other pertinent considerations such as succession planning of executives.

Over the past two years, the Cabinet has implemented a realignment of several key departments including Admissions, Financial Aid, and Academic Deans to better serve the needs of the College's students.

Item 5. Align Leadership with Mission and Values

At the institutional level, the College is governed by a Board of Trustees that is comprised of nine members who are appointed by the Governor.

At the state level, the Chancellor, and to a lesser degree the Ohio Board of Regents, are responsible for overseeing the College in addition to all higher education institutions in the Ohio. Terra, like the other publicly assisted institutions in Ohio, is largely an autonomous entity, and therefore still free to set many of its own policies and plan for its own future.

The Foundation Board consists of 20 members who serve as an advisory group to the Executive Director of the Foundation. Its purpose is to establish fund-raising strategies and goals in

collaboration with the Board of Trustees. At all Foundation Board meetings, the President is in attendance.

The President's Cabinet is the executive decision making group for the College, comprised of the Vice President for Academic Affairs, Vice President for Student and Administrative Affairs and College Treasurer. The Cabinet holds weekly meetings and all members attend monthly Board meetings.

The Administrative Council is a communication group led by the President that meets every three weeks. The Council is comprised of the President's Cabinet, academic and administrative deans and directors, and representatives from the faculty and staff unions.

Key committees that participate in decision-making processes at Terra include the Planning and Institutional Effectiveness (PIE) Council and the Council for Academic and Student Affairs (CASA).

Terra State Community College is in compliance with the Higher Learning Commission regarding accreditation issues and with the Ohio Board of Regents and the University System of Ohio regarding the development of new programs and assurance of transferability of courses within the Ohio system. In addition, the College also complies with the requirements of numerous professional accrediting agencies and certifying bodies overseeing a variety of areas such as health-based fields and public service technologies.

The College maintains multiple means of communication including staff, student and alumni print and e-newsletters, published meeting minutes, convocations, a college intranet and its website.

Legal, Ethical and Social Responsibilities

The College publishes an employee Code of Ethics as part of the Policy and Procedures Manual. This manual provided to all of the College's employees and made available on its intranet. The College is represented legally by the Ohio Attorney General's staff.

Item 6. Strategies to Align Key Administrative Support Goals with Mission and Values

This past year, Terra embarked on a new, year-long strategic planning process titled *Vision 2016*. Its purpose was to examine and refine its existing policies in order to create a new vision, mission, and values statement for the College. This effort proved successful as not only were new vision, mission, and values statements developed, but also five new goals for the College were identified that advance the newly revised statements. Efforts to align key administrative personnel also stemmed from this process via the creation of new strategic initiatives and actions items promoting the newly developed statements ([8P1](#)).

Key administrative support services that are offered by the College and align with its mission and values include those provided by the following departments: Business Office Services, Information Technology, Human Resources, Plant Operations and Campus Safety.

Facilities and Equipment

Terra State Community College is presently comprised of seven buildings. The following chart lists each of the buildings, provides the year in which they were opened and summarizes the programs housed within the given building.

Buildings at Terra State Community College

| Buildings | Year Opened | Programs Housed in Building |
|--|----------------|---|
| Roy Klay Hall (Building A) | 1979 | Admissions, Cashiers & Business Offices, Classrooms, Labs, Administrative and Faculty Offices |
| Industrial Technology Building (Building D) | 1980 | Initially, Automotive, Welding and HVAC Labs, Classrooms |
| General Technology Building (Building B) | 1985 | College Bookstore, Library, Academic Service Center, College Cafeteria, IT Department, Classrooms, Conference Rooms |
| Maintenance Building (Building F) | 1990 | Plant Operations, Public Safety |
| Student Activities Center (SAC) | 1992 | Gym, Exercise Facility, Student Lounge Area |
| Engineering Building (Building E) | 1995 | Science Labs, Engineering Labs, Classrooms, Administrative and Faculty Offices |
| Early Learning Center (Building G) | 1997 | Childcare Center for Infants, Toddlers, Preschoolers |
| Skilled Trades Center (Building I) | 2010 | New facility for Automotive, Welding, HVAC Labs, Classrooms, Faculty Offices |
| Arts & Health Technologies Center (Building D) | Renovated 2011 | Currently, Music & Art Studios, Nursing & Health Labs, Classrooms, Conference Rooms, Administrative & Faculty Offices |

Figure IO-5: Buildings at TSCC

Within each of the buildings, various types of equipment, technology and related facilities are housed depending on the needs of the programs taught within that building.

In fall 2010, the Early Learning Center (ELC) was closed due to financial constraints resulting from state-imposed budget cuts. Presently, the College is assessing potential uses for this space.

Item 7. Data Information Collection and Distribution

Presently, the College administers data collection on classroom, program, and institutional levels. The Department of Institutional Research (IR) is primarily responsible for facilitating this process.

Data distribution, on the other hand, is conducted through a wide array of mediums for a variety of purposes. In addition to traditional data distribution methods such as paper copies, the College administers data distribution through several technological mediums such as email, postings on its Learning Management System, and publications on its website. Using a wide range of mediums has proved highly valuable to the College as it affords it the ability to easily and efficiently transmit pertinent data to its intended end users. Furthermore, security mechanisms offered by many of the technology-based mediums help ensure privacy and confidentiality, when necessary.

While current processes suitably address the College's primary needs, the Cabinet supports additional efforts to become a more data driven institution. The College recognizes the opportunities available to it through modern advancements in data collection and distribution, and strives to utilize these to its benefit. Attesting to this is its participation in the Community College Survey of Student Engagement (CCSSE). The College solicited its Institutional Researcher to present the most recent findings to the Planning and Institutional Effectiveness Council (PIE), faculty members, and staff members to discuss the results and receive feedback. After doing so, PIE proceeded to use the CCSSE results, as well as faculty and staff feedback to create new initiatives and action items that further promote student success and retention.

While the College has continued to become more proficient in analyzing and communicating data over the past few years, it recognizes that there is still opportunity for further improvement. To address this, an AQIP Action Item has been developed calling for the evaluation of creating new policies and procedures related to data gathering, analysis and distribution. In addition, the AQIP Action Item also looks at a variety of related factors including IR personnel needs, technology needs and budget implications.

Item 8. Key Commitments, Constraints, Challenges and Opportunities

The current economic climate has created a variety of challenges for the College. Although we are three years removed from the onset of this most recent economic downturn, state-provided funding continues to decrease on an annual basis, thereby creating an avalanche effect as existing budget issues worsen and new issues arise.

Increasing the challenges imposed by the present economic climate are rules and constraints governing the College's pursuit and obtainment of additional funding.

The College has remained uncompromisingly devoted to the ideals set forth in its mission and values statements. Instead of reducing the quality of services and experiences it offers, the College has continually sought increased efficiencies by working with its employees at all levels to institute and permeate an environment of fiscal responsibility and accountability. In addition, the College has similarly encouraged faculty members to present new ideas at institutional or program levels that simultaneously increase efficiency and improve the services offered to students.

Economic downturns are usually accompanied by an increasing number of individuals pursuing education. Over the past three years, Terra has experienced this firsthand as its enrollment has grown 31.5 percent. Therefore, the College looks to make the most of this opportunity and equip its students with the skill sets necessary to make them as marketable as possible within the current employment climate.

Item 9. Key Partnerships and Collaborations

The College has created partnerships with local two- and four-year institutions that are designed to meet the educational goals of students within the region. These collaborations include dual enrollment opportunities and articulation agreements, which provide seamless transfer opportunities for students going into four-year institutions.

Other key partnerships for the College are between it and local public/private high schools or area career schools. Within the last decade, the College has developed a significant relationship with these schools, which has resulted in the availability of Post Secondary Enrollment Options (PSEO) and Tech Prep for high school students.

The College has also entered into key partnerships with local businesses and industry providers. Under these partnerships, training is provided throughout the College's service district and surrounding counties. The courses are offered through the Kern Center, and include both credit and non-credit options. Furthermore, the courses can be taken at various locations such as the College's main campus or local business offices, or even via distance learning.

If the College is to maintain current, state-of-the-art curricula and equipment, the following criteria must be met. (1) Business and Industry provide the most recent up-to-date knowledge of technology used in the marketplace. Industry knowledge is gathered through program advisory boards, surveys, and focus groups. (2) The assistance of industry resources helps to provide and maintain state-of-the-art technical labs through equipment, software, and financial donations. (3) Just-in-time, customized training partnership between the Kern Center for Community and Economic Development and business and industry has allowed the College to develop as a key provider of industry-specific, in-plant training needed to retrain a competitive workforce within the district and the region.

TSSC Organizational Structure

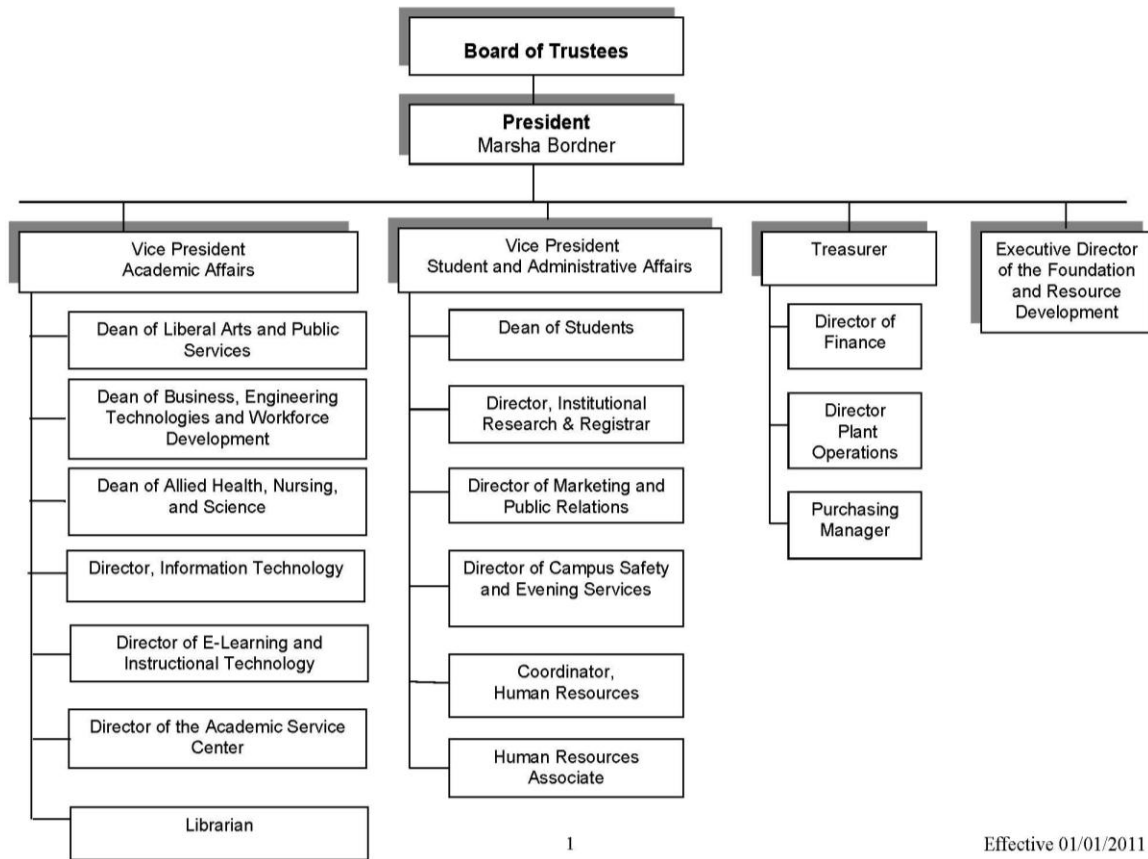


Figure IO-6: TSSC Organizational Structure

CATEGORY ONE: HELPING STUDENTS LEARN

Processes (P)

1P1

Terra State Community College is committed to providing a quality teaching and learning environment for students and has developed a formalized assessment of student learning plan. This plan is responsive to the North Central Association of Schools and College's guidelines for a successful program to assess student learning. Part of the plan involves the assessment of general education learning outcomes which have been developed by the faculty over time and are revisited each year in a faculty meeting.

The initial plan was developed using the following process: in 2003, the faculty met throughout the year in meetings facilitated by the Vice President of Academic and Student Affairs to develop general education goals with competencies deemed essential for all college-educated adults. After a year long discussion, consensus was reached and the general education goals were voted on and accepted by the faculty. Faculty in each technology embedded these goals into their curriculum. During the 2005-2006 academic year, the general education goals were refined to closely align with the general education goals set forth by the Ohio Board of Regents (OBR). In subsequent years, these goals have been revisited by faculty in annual faculty meetings facilitated by the Vice President of Academic Affairs.

1P2

Faculty in each discipline create learning outcomes for their students with assistance from the division deans. In some cases, accreditation bodies influence the learning outcomes. Each year faculty are asked to revisit the discipline specific outcomes to determine if they are still appropriate. In some instances, advisory boards offer suggestions on updating learning outcomes. These outcomes are also listed on the matrix template used by each faculty member when reporting data for Student Academic Achievement Assessment (SAAA) for his or her program.

1P3

New program development and program revision are based on input from advisory boards, needs assessments, informal Developing a Curriculum (DACUM), environmental scanning, one-on-one meetings with industrial contacts, faculty exploration, and focus groups. Each year faculty review the SAAA data to determine what changes need to occur. Once a decision has been made to develop or revise a curriculum, faculty and academic administrators work together to make the necessary changes and present the recommended course work to the Curriculum Committee and Council of Academic and Student Affairs (CASA) for approval. The design cycle is depicted in Figure 1-1.

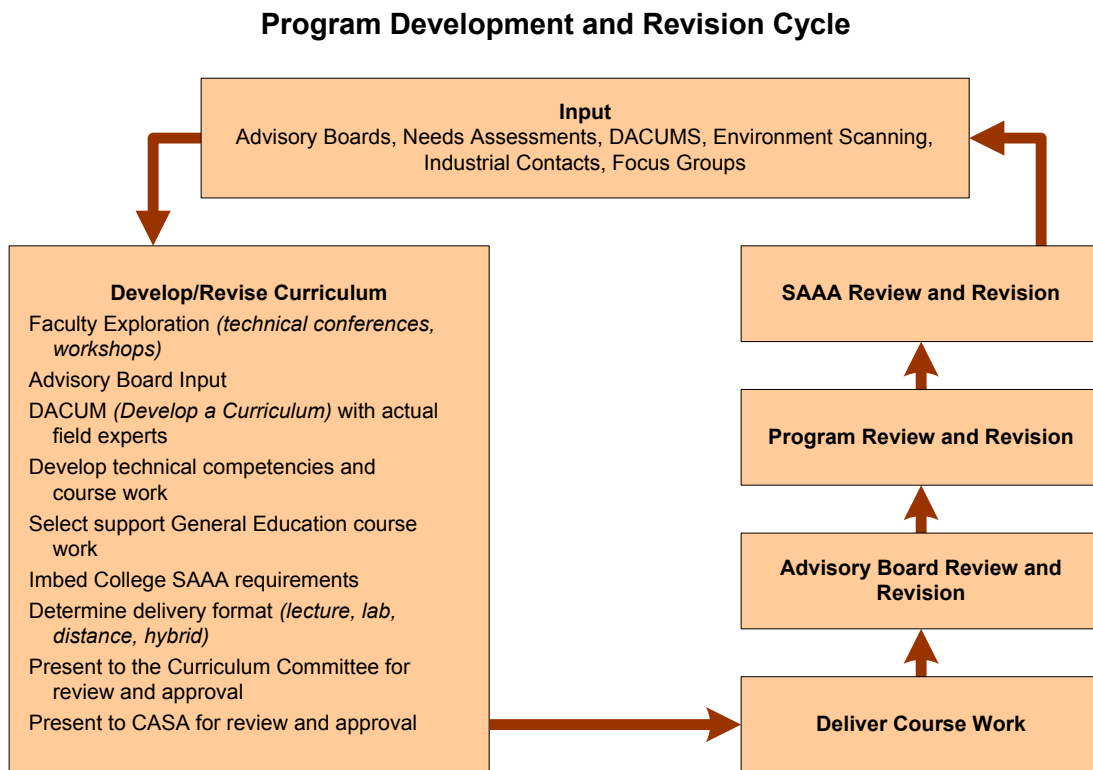


Figure 1-1: Program Development and Revision Cycle

The faculty recognize the importance of balancing educational market issues with student needs in designing responsive academic programming. Faculty may benchmark new degree programs after existing curriculum. In the past, Terra has partnered with another institution to begin a new program. This has been the case with Nursing and later the Clinical Laboratory Science Technology (CLST) program.

Based on input from the community and faculty, Terra has created a lectureship and has hired a full-time faculty member to oversee expansion of Fine Arts at Terra. The newly renovated Building D houses a dance studio as well as art studios so that offerings can be expanded. Terra has also created a lectureship for Hospitality Management. The newly hired faculty member will investigate possible majors in this area.

1P4

Several sources provide information on the quality of and satisfaction with programs, services, faculty members, staff, facilities, laboratories, and educational methods.

Responsive Academic Programming Design

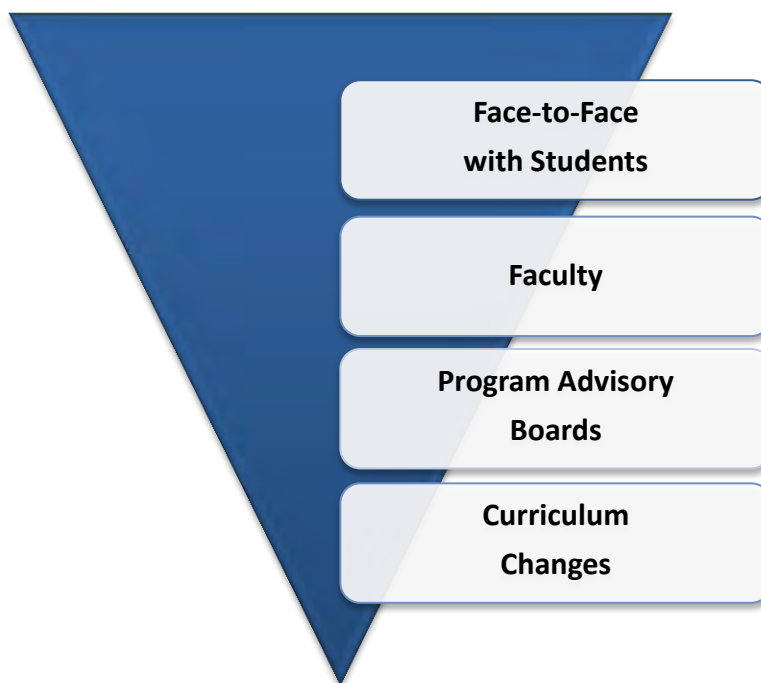


Figure 1-2: Responsive Academic Programming Design

Key findings from these data gathering efforts are presented in faculty and college-wide meetings, and are included in divisional reviews that drive planning and improvement initiatives. CASA meets monthly to provide the oversight necessary to maintain programs and courses that are responsive to the needs of Terra's students and community. Faculty from all three divisions and staff from Admissions as well as the Academic Service Center and a student representative make up the diverse composition of CASA to ensure that the various student-learning needs are considered and addressed when curriculum is developed or revised. To provide balance, CASA is co-chaired by the Vice President of Academic Affairs and the Vice President for Student and Administrative Affairs.

The Faculty meet with discipline specific Advisory Boards who are employers of area business and industry, at least once a year, to discuss the curriculum and any modifications that may need to be made. They also discuss job openings and marketing strategies. The Advisory Boards examine the general education goals and the program and course competencies and are asked to rank each one according to their perception of the importance of the learning outcomes for employment. Each learning outcome is then rated based on their experiences with Terra graduates or students. The data is then given to the faculty to determine if goals need to be adjusted.

1P5

All new students are given the ACT COMPASS® placement test prior to registration. ACT scores may be used in place of COMPASS scores. When necessary, students are placed in developmental courses to ensure that they have the minimum basic skills deemed essential by faculty to succeed in not only general education courses, but also in specific program courses. Students who place at the low end of the scale on COMPASS may choose to enroll in free Adult Basic Literacy Education (ABLE) courses offered on the Terra campus.

With the expansion of allied health programs at Terra, a chemistry placement test was created in order to ensure readiness and success in chemistry for allied health students. Recently two new developmental courses were piloted. Computer Information Systems faculty found that many students enrolling in CIT1090 lacked the basic skills (most notably keyboarding skills) needed to be successful in an introductory computer course. The faculty requested that a specialized course be created. With Curriculum Committee approval, CIT0401, Computer Skills was developed and offered for the first time during summer 2011. Music faculty found that many students wishing to pursue a degree in music at Terra lacked basic musical skills. They recommended the development of a course designed to teach students the fundamentals of music. The course, MUS0910, Fundamentals of Music, was approved by the Curriculum committee. The course is being offered for the first time in fall 2011.

Many courses, both technical and/or general education, have pre- and/or co-requisites that must be completed prior to or simultaneously taken with a course that is determined by Faculty. Faculty base the pre- and co-requisite courses on an assessment of what academic preparation is necessary for student success. During 2010-2011, technology became available at the College to enforce prerequisites when students register electronically.

Terra continues to refine and update GEN1000, First Year Seminar, a course that all degree seeking students must complete. This course contains modules covering a variety of topics including financial aid, financial literacy, library research, study skills, stress and time management, Career Services, advising and planning. While enrolled in this course, students submit a cultural diversity essay which is their introduction to the e-portfolio model of assessment at Terra.

1P6

Current and prospective students can find information regarding student preparation and student learning objectives in the online College catalog. They may also view information about the Academic Service Center, tutoring services, and the Math and Writing Labs.

The Office of Enrollment Services works closely with the academic programs to ensure that advisors are aware of and can inform students regarding the academic preparedness required for specific courses and programs.

Office of Enrollment Services New Student Process

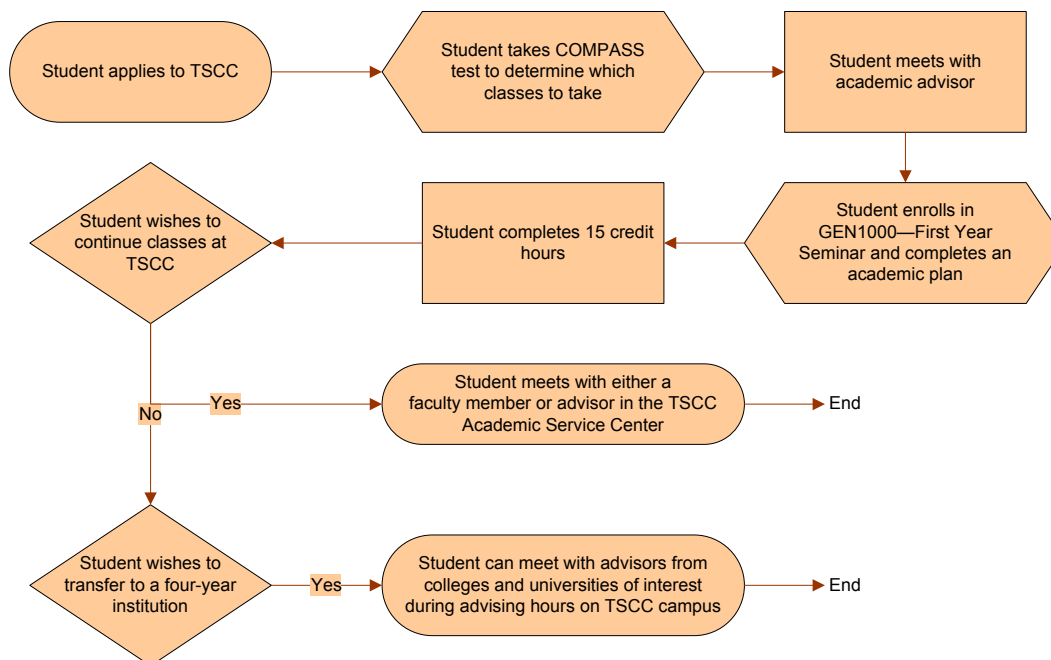


Figure 1-3: New Student Process

1P7

Advisors are assigned to students upon their first term of enrollment. While *new* students seek first time academic advising from Admissions and Enrollment Services, *continuing* students should seek academic advising through the Academic Service Center or their faculty advisor. Both of these offices have evening hours to meet the needs of the students. The Student Portal lists advisor information for easy access. Students can find this information by logging into the student portal (<http://my.terra.edu>) and clicking on the My Advisor link.

Giving students the opportunity to understand their strengths and interests begins with the ACT DISCOVER® self-assessment test. Students may log on anytime and anywhere to complete this assessment at <http://www.act.org/discover> using a user ID and password supplied by the Office of Career Services.

Academic advisors help students explore their educational goals, assist in problem-solving efforts, plan their program of study and schedule classes. Often students are referred to faculty advisors who can also assist students and prospective students with self-assessment, making career decisions, and providing information about the world of work. Academic advisors are available from 8 a.m. until 7 p.m. Monday through Thursday, and from 8 a.m. until 4:30 p.m. on Fridays. Students may choose to meet with an academic advisor or a full time faculty member for advising. In some cases, full time faculty will engage in classroom advising to advise an entire cohort of technical students at one time. Other technical faculty choose to advise by meeting one-on-one with their students.

1P8

As described in [1P5](#) Terra conducts placement testing and offers developmental coursework to new students. Terra also provides a variety of developmental services.

Developmental Courses and Services

| |
|---|
| Developmental Reading |
| Study Skills |
| Developmental Mathematics |
| Elements of Writing |
| Computer Literacy |
| Music Literacy |
| Chemistry Literacy |
| Adult Basic Literacy (ABLE) Course |
| Tutoring |

Figure 1-4: Developmental Courses and Services

Terra is also partnering with Pearson Publishing to pilot a program called MyFoundationsLab. This software offers personalized, integrated, and accelerated remediation in mathematics, reading, and writing. Diagnostic tests, personalized learning paths, learning activities, and assessments that students need to master remedial skills and continue toward their career goals are part of the package.

1P9

Terra faculty and academic administrators recognize the diversity of the student body and their varying needs and learning styles. The College offers workshops and institutes on such topics as learning styles, active learning, working with adult learners, and instructional strategies. These professional development activities are available to both full-time and adjunct faculty. The schedule of training for the upcoming academic year can be found [here](#).

The College also offers Challenge Grants which provide up to \$750 in the form of a grant for professional development activities related to teaching or workplace duties.

These activities include, but are not limited to:

- Conference presentations
- Conference attendance
- Software purchases

- Equipment purchases
- CEUs
- Certifications and licensures

In the classroom, many types of teaching techniques, including multimedia programs, modular exercises, computer-assisted instruction, lectures and the Internet are used to address the differences in students' learning styles. Some faculty will ask students to complete a Learning Style Inventory to determine the learning styles of their students.

1P10

Terra has received a grant for disabled students who enroll in developmental courses. The project's major purpose is to increase accommodations through assistive technologies, as well as to collaborate with local ABLÉ and Pathways programs in accommodating community members. A computer-adapted lab is available to aid students with special needs. The Office of Disability Services provides program accessibility, assurance of equal opportunity and auxiliary services through the implementation of reasonable academic accommodations, advocacy efforts and resource dissemination. Assistance is also available through Terra's Disability Support Services. Students are directed to the Terra's [Disability Support Services website](#) to learn more.

Terra has created a Veterans program to aid students coming to the College after having served in the military. A "Student Success Mentor for Veterans" position was created in the Office of Admission and Enrollment Services. At the present time, Terra is developing a Veterans Upward Bound proposal targeting low income, first time general college students.

Faculty can complete a Faculty Concern Alert form if they notice that a student is excessively absent, or if they notice unusual behavior or a distinct need for academic assistance. This is a form to alert the Academic Service Center staff to students who may need extra attention. Student Success Mentors will contact these students.

The newly created Behavior Intervention Team (BIT) was formed to respond to and assist students with possible problems dealing with the stresses of college and life in general. The team is comprised of the following members: Mental Health Nursing faculty member, Social Work faculty member, Terra Counselor, Law Enforcement Commander, Dean of Students and the head of Terra security. The team meets to discuss troubled students and determine plans of action, which may include counseling.

More than 30 students have been referred to BIT since its inception.

1P11

Terra believes in educating well rounded students; therefore, general education at the College is expected to include "the knowledge, perspective, and skills that are a part of the educational experience of all students." To foster higher levels of student engagement and accomplishment, general education goals, as well as program-related learning outcomes, are built into each individual course. It is expected that students will achieve these outcomes by the time they graduate.

Faculty members define program-learning outcomes to be included in the assessment process, which are stated in the catalog. Faculty are encouraged to include assessment learning outcomes in three to four courses, with one course at the entry point of the program, one to two courses in the middle of the program and one course, minimally, at the end of the program. Assessment techniques used by the faculty include portfolios, capstone courses and projects. Faculty members are reminded to ask themselves this question: *What would a graduate of my program need in terms*

of knowledge, skills, and abilities to compete in the job market and to be successful on the job?
Students evaluate faculty on a rotational basis, with each faculty member being evaluated during one term per year. The deans review these evaluations and meet with the faculty to discuss their strengths and opportunities for improvement. Full-time faculty create a professional development plan with their dean.

The College has had no formal mechanism and process for providing faculty with professional development and training opportunities. Through the AQIP accreditation process, continued requests from faculty and a new administration's focus on academic quality, the College decided to commit the resources necessary for providing a formal operational structure focused on developing and delivering professional development and training for faculty.

In the spring of 2011, the College asked a senior faculty member to serve as the first Coordinator of Faculty Development and Training and committed 7.5 credit hours of release time per semester, plus hourly rate summer remuneration to the office. The College also committed an operating budget of \$5000 for activities, supplies, and equipment.

The Coordinator and the Vice President of Academic Affairs collaborated on identifying the following responsibilities for the first year of the program:

- Organizing and conducting orientations for new full-time and new adjunct faculty
- Planning and implementing professional development workshops for all faculty throughout the year
- Planning and developing a mentoring program for new full-time faculty
- Identifying and promoting professional development opportunities for all faculty
- Working with tenure line faculty on their professional development plan, consistent with tenure and promotion criteria in the Terra Faculty Association contract

As of August 2011, the first item has been completed, a schedule of workshops has been created with several having been offered. A mentoring system is being piloted during the fall semester. There has been significant progress on the final two items.

1P12

Terra has modified the way courses are scheduled based on input from administration, faculty, and staff. Instead of having courses offered only over a 16-week semester, courses are offered over 16-, 14- and 8-week terms. There are two 8-week terms during the fall and spring semester.

The academic deans and directors meet periodically to discuss the best way to meet students' needs. For example, during the summer of 2011, four different summer sessions were offered at the College: a 10-week session, an 8-week session, and two back-to-back 5-week sessions. The deans and directors are analyzing data to determine whether or not these four sessions met the needs of the students and if the offerings are financially feasible.

Terra's distance learning (DL) program has experienced substantial growth since its beginnings in 1995 as indicated in the graph below. As student demand for online and or hybrids dictates, additional offerings will be added to the schedule

Distance Learning Program Growth

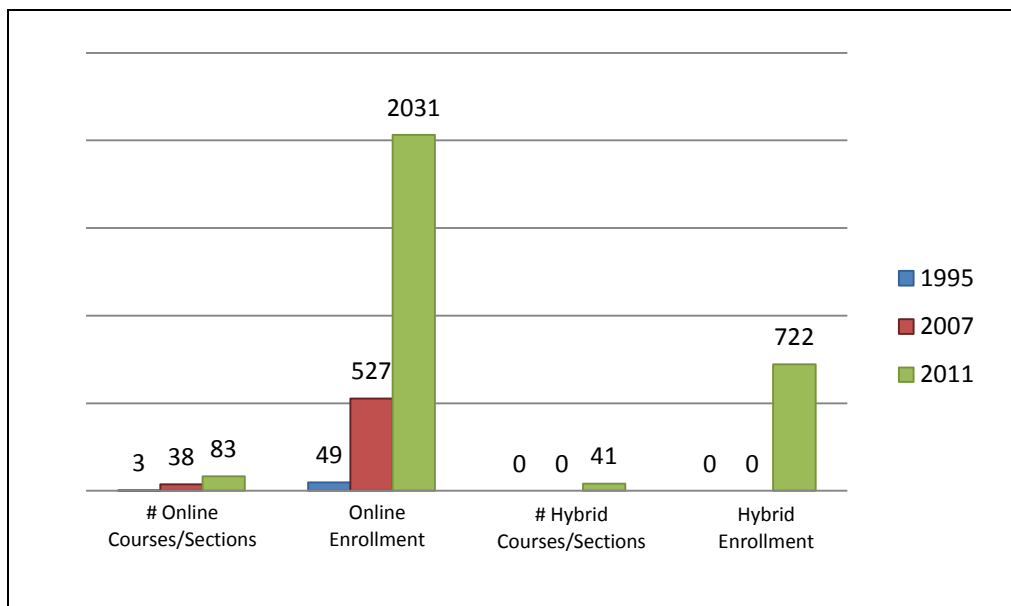


Figure 1-5: Distance Learning Program Growth

1P13

The College reviews each program for currency and viability every three years. The review includes:

Course Relevance

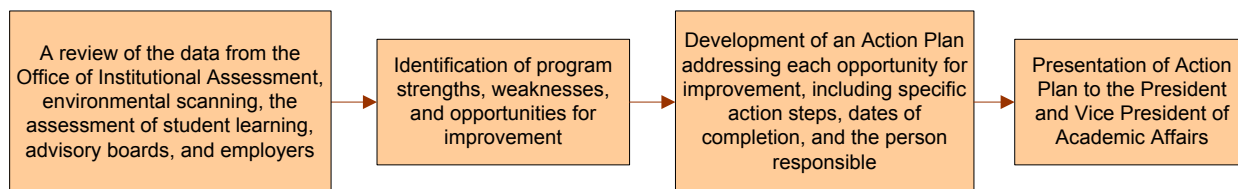


Figure 1-6: Course Relevance

Faculty collect the information and present their Action Plan. Costs of running the program are calculated and given to the faculty. The calculation has varied from Chief Financial Officer (CFO) to CFO as Terra has experienced some turn over in this position. The College recognizes no systematic or consistent process is in place to determine program financial viability; therefore, an opportunity exists to create one.

Career and Technical programs use Advisory Boards to monitor the currency and effectiveness of their curricula. Program faculty meet at least once per year with the program advisory board to discuss curriculum, recruitment, and job placement. Members of the community are invited to participate in updating curriculum. Each time the advisory boards meets (once or twice a year) included as an agenda item is curriculum discussion. Members of the advisory board have an

opportunity to comment on the curriculum and suggest changes and modifications. Sometimes there is a need for a complete review of the curriculum. If this is the case, community members who employ Terra graduates or others in jobs related to the curriculum are asked to come to campus to take part in discussions to update the curriculum. Based on this input, courses are added, revised, or discontinued.

Terra also works with other institutions to ensure that students receiving an associate degree have the proper courses on their transcript upon transfer. Terra Faculty are members of Transfer Assurance Guide (TAG) committees at the Ohio Board of Regents and work statewide to ensure transferability of courses. Curricula that are eligible for TAG courses are revised to include the TAG courses.

1P14

Program Assessment Process

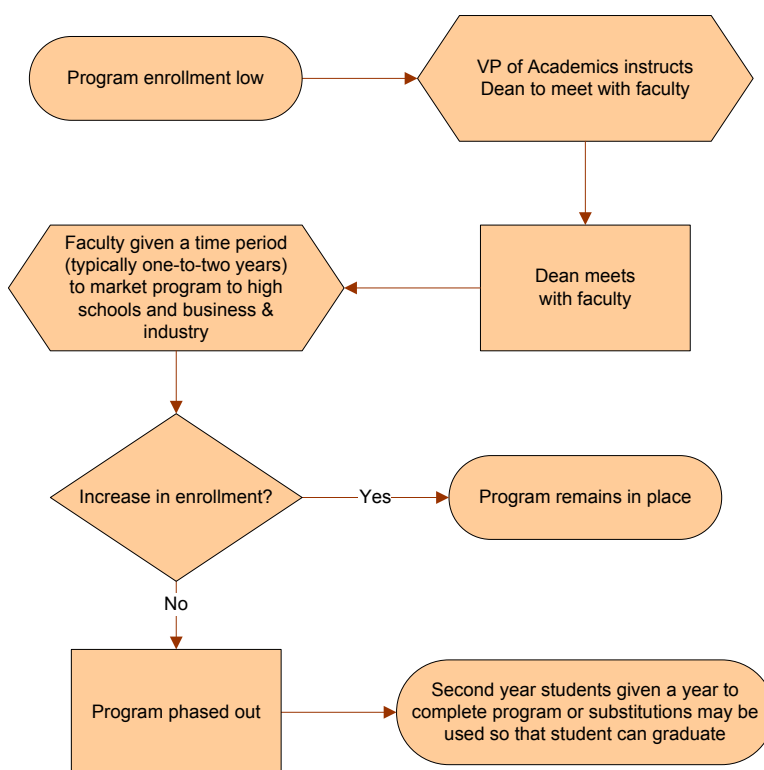


Figure 1-7: Program Assessment Process

1P15

A variety of methods are implemented to gain the input of students related to their general and special needs and expectations. CASA, Planning and Institutional Effectiveness (PIE) Council, and Administrative Council drive the decision-making efforts for the College. Students hold seats on two of these councils and provide input as the councils address current issues and projects. Commonly, students are asked to gather additional input from their peers regarding an issue and share this information with the council for further discussion.

The College also determines student learning support needs through:

- Face to face meetings
- Open door policy encouraging interaction with staff and faculty
- Staff advisor interaction with students
- Student representation on College decision-making councils and teams

In addition, each fall first semester students are surveyed to determine their perception of student engagement four to six weeks into the term using the Survey of Entering Student Engagement (SENSE). A random sample of students is surveyed each spring using the Community College Survey of Student Engagement (CCSSE). Key findings from these data-gathering efforts are presented in faculty meetings, and college-wide meetings.

Faculty may suggest additional learning support services to an academic dean or the vice president for academic affairs. As mentioned earlier, faculty members have identified the need for both a developmental music and computer class that were created and offered for the first time during 2011.

The College identifies the learning supports needs of faculty through:

- Departments and Councils
- Evaluation discussions
- Faculty surveys
- Mentor feedback

As referenced in [1P11](#) the College appointed a Coordinator of Faculty Development and Training in summer 2011. The coordinator will continue to support the faculty by offering opportunities for professional development throughout the year

1P16

CASA is the governing body that charters teams to address specific curricular and co-curricular needs, acts on team recommendations, and reviews and approves course and curricular changes. Instructional, student development divisions, students and student affairs are represented on CASA. This representation provides a vehicle for student development views to be conveyed in curricular and instructional decision-making. This collaboration is evidenced in CASA's establishment of service-learning opportunities linking students to community and campus service positions related to their course of study. The alignment of curricular and co-curricular goals is also reinforced by the inclusion of faculty members on student affairs teams.

1P17

Terra offers capstone courses in many of its technologies. These courses, typically offered during the student's final term, provide a synthesis of all previous coursework in the degree. The faculty member can then judge the student's ability to apply the knowledge and skills learned through his/her coursework.

Many students participate in the Cooperative (Co-op) Education program, practicums, or work experience. These programs provide students with an opportunity to relate classroom studies to the world of work and learn important job skills while pursuing a college degree. Employers evaluate student performance in co-op education activities, as well as those who participate in practicums or work experience.

Several of Terra's technical majors prepare students for certification or licensure tests. The passage rate of Terra's students shows they are well prepared to enter their chosen field. On a cyclical basis, employers of Terra graduates and the graduates themselves are surveyed during the program review process to determine how well their education prepared them for employment.

Once students transfer to a four-year institution, their activities are monitored and their success rate is examined. Data indicate that Terra students are as successful as students who began their college career at a four-year institution.

1P18

The College assesses learning at the course and program levels. Faculty within programs and disciplines determine assessment activities that include, but are not limited to, tests, projects, case studies, research papers, and portfolios. The program-related learning outcomes of an instructional program are also determined by faculty and are placed at the center of the assessment process. Individual courses contribute elements of the program's overall objectives and, at specific points (courses) in the program, student learning is cumulatively assessed, i.e. the assessment activities focus on all of the objectives taught in that course and those preceding it. At the program level, general education goals are assessed for all students.

When the College shifted to semesters in 2006, full-time faculty members created an Assessment Matrix that lists the specific program objectives and how they will be assessed. Assessments vary from program to program and include such instruments as standardized assessments, in-course performance assessments, internships, co-ops, and practicum evaluations. Each year the Assessment Matrix is examined to determine if any additions/deletions or changes are needed. Two full-time faculty members serve as Assessment Coordinators and are given three hours of teaching release time each semester to coordinate assessment efforts. During the fall and spring, faculty meetings the coordinators assist faculty with data analysis. While most of the faculty collect the data from their programs, the feedback loop is often not closed by taking the results, analyzing them and making changes based on the data.

Results (R)

1R1

The College's academic assessment program encompasses assessment of student learning at the course and program level. In addition, annually, Terra collects, analyzes, and provides performance reports to trustees, faculty, staff, and the Ohio Board of Regents. Terra's performance results can be viewed [here](#).

Measures of student performance include:

1. Annual retention rates of the percentage of students who begin first year study and are persisting in college the next year
2. Graduation/degree/certificate completion
3. Placement of graduates in the workplace
4. Number and rate of transfer students
5. The amount of time and credits necessary to complete a certificate or degree
6. The impact of non-credit and job related training in the community
7. State licensure in specific programs pass rates
8. CCSSE

Each year faculty update their matrices that include their course learning objectives and the assessment instruments that are used to determine the degree of learning. Faculty are also required to complete a form that lists the strengths and opportunities for their technology based on the data collected. This information is presented in the aggregate. Copies of the forms that are routinely used can be found [here](#). The two faculty Coordinators of Assessment meet with the faculty twice a year to discuss the data collection process and the data that has been collected.

1R2

The Collegiate Assessment of Academic Proficiency (CAAP) test is given to second year students. Faculty coordinators receive the reports from ACT giving an Institutional Summary. The reported data is broken down by college major so that comparisons can be made across the College.

The CAAP test is also nationally normed. According to the Spring 2011 report, Terra students are below the norm in mathematics (particularly in intermediate algebra) and above the norm in basic grammar and usage, strategy, and organization.

CAAP Average Percent of Correct Answers

| Subject | Terra | National |
|---------------------------------|-------|----------|
| Pre-algebra Overall | 67% | 70% |
| Elementary Algebra Overall | 57% | 65% |
| Intermediate Algebra Overall | 29% | 46% |
| Coordinate Geometry Overall | 43% | 44% |
| College Algebra Overall | 24% | 24% |
| Trigonometry Overall | 20% | 22% |
| Basic Grammar and Usage Overall | 71% | 63% |
| Punctuation Overall | 54% | 59% |
| Sentence Structure Overall | 57% | 62% |
| Strategy Overall | 60% | 58% |
| Organization Overall | 59% | 57% |
| Style Overall | 62% | 62% |

Figure 1-8: CAAP Average Percent of Correct Answers

Information from the CAAP will be shared through the College Assessment newsletter. Faculty will be setting targets for improvement of these scores. Faculty will continue to have breakout sessions at convocation to discuss the data and to discuss ways to adjust their teaching using a variety of instructional strategies to reach all students and to improve average scores on the assessment instruments used at the College.

When students begin their career at Terra they are enrolled in Gen1000 where baseline data is collected about each student regarding general education. When students are in their final semester at Terra, they complete a capstone class where additional data is collected. Results of that data collection are shown in the two graphs below. It should be noted while there are positive gains on the first two goals, there is no gain on the third goal. The Faculty Assessment Coordinators will be studying the data to determine changes that need to be made to ensure that gains are made in all three areas.

Data Collected 2009 - 2010

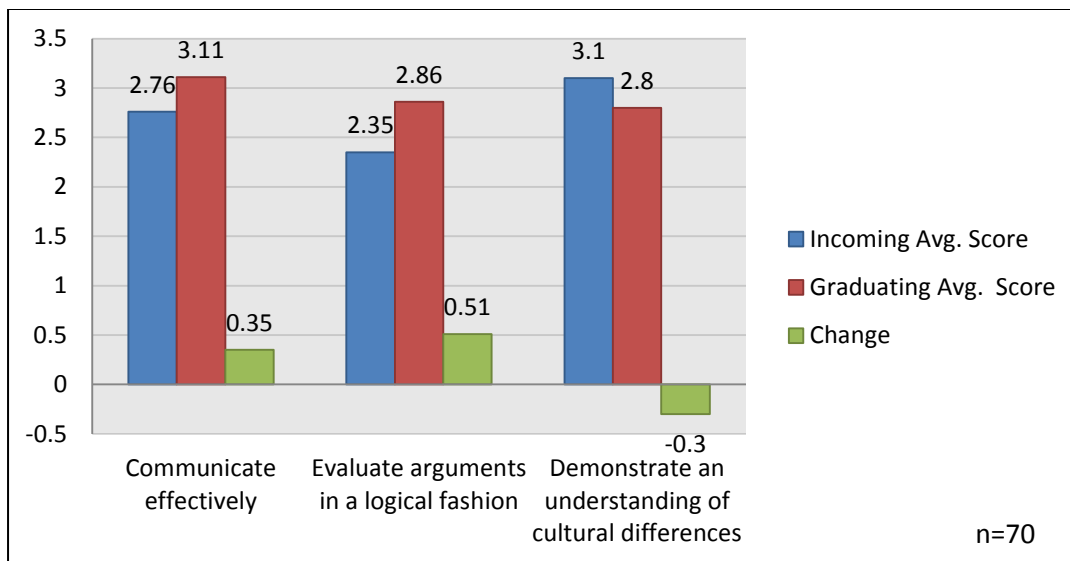


Figure 1-9: Common Student Learning and Development Objectives Performance Results, 2009-2010

Data Collected 2010 - 2011

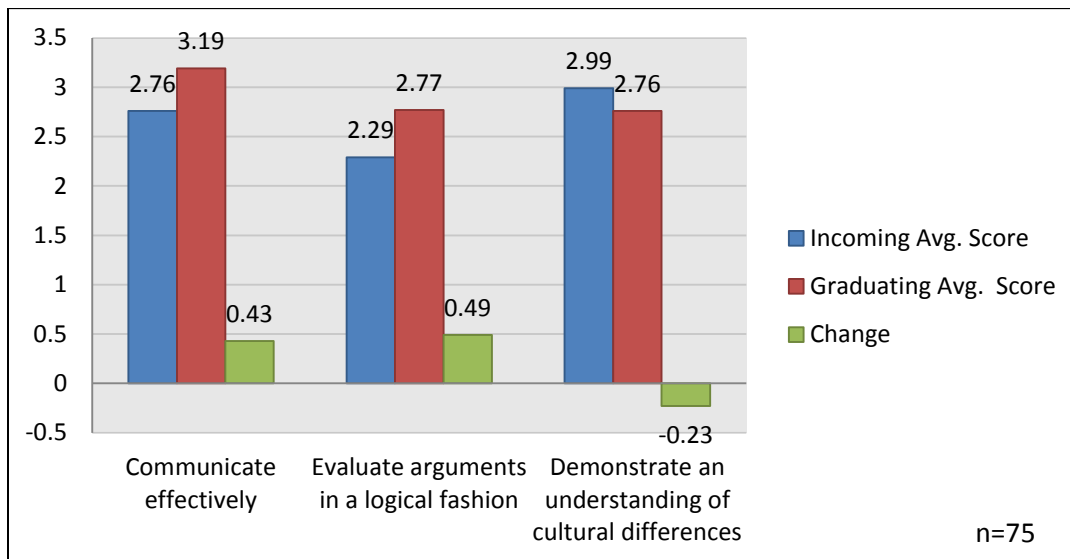


Figure 1-10: Common Student Learning and Development Objectives Performance Results, 2010-2011

1R3

The Angel Course Management system allows for assessments to be mapped to student outcomes. The Early Childhood faculty piloted this process and found that at least 60% of all of their students achieved a grade of 75% or better on all assessments. Over 6000 assessments were examined. The Early Childhood Education (ECE) program had a formal site visit from the department of education and was shown to be exemplary in assessment. The Coordinator of ECE and the dean were asked to present their methods and findings at a state meeting in Columbus in June of 2010.

Assessment Matrices

| Division | Program/Major | Received 12/1/2009 | Updated Dec-10 | Courses Evaluated | Data 2010 | Data 2011 |
|----------|--|-----------------------|-------------------|----------------------|--------------|--------------|
| B & E | Accounting | 3 | 3 | 2 | | |
| B & E | Financial Services | | 3 | 5 | | |
| B & E | Architectural Construction Management | 3 | 3 | 5 | | |
| B & E | Computer Information Systems | 3 | 3 | 5 | | |
| B & E | Desktop Support Management | 3 | | 4 | 3 | 3 |
| B & E | Systems and Networking Support | 3 | 3 | 4 | | |
| B & E | 3-D Animation | 3 | 3 | 4 | 3 | |
| B & E | Design for Print | 3 | 3 | 4 | 3 | |
| B & E | Web Design | 3 | 3 | 4 | 3 | |
| LAPS | Early Childhood Education | 3 | | 2 | 3 | |
| LAPS | Education Assisting | 3 | | 2 | 3 | |
| LAPS | Family Service Coordinator | 3 | | 2 | 3 | |
| LAPS | Home Visitor | 3 | | 2 | 3 | |
| B & E | Electrical Engineering Technology | 3 | 3 | 1 | | |
| B & E | Electricity Power and Controls | 3 | 3 | 2 | | 3 |
| AHNS | Health Information Technologies | 3 | | 5 | | |
| B & E | Heating Ventilating and Air Conditioning | 3 | 3 | 5 | 3 | |
| LAPS | Criminal Justice | 3 | 3 | 1 | | |
| LAPS | Police Science | 3 | 3 | 1 | 3 | 3 |
| B & E | Business Management | 3 | 3 | 3 | 3 | |
| B & E | Hospitality Management | | | | | |
| B & E | Industrial Supervision | | 3 | 4 | | |
| B & E | Manufacturing Technology | 3 | 3 | 3 | 3 | |
| B & E | Mechanical Engineering Technology | 3 | 3 | 5 | | |
| B & E | Marketing | | | | | |
| B & E | Real Estate | | | | | |
| LAPS | Music Technology | 3 | 3 | 14 | | |
| LAPS | Music Performance | 3 | 3 | 14 | | |
| LAPS | Music /Business-Accounting | 3 | 3 | 6 | | |
| LAPS | Music/Business-Mgmt. | 3 | 3 | 6 | | |
| LAPS | Music/Business-Marketing | 3 | 3 | 6 | | |
| B & E | Nuclear Power Technology | 3 | | 4 | | |
| AHNS | Nursing RN | | | | | |
| AHNS | Nursing LPN to RN | 3 | | | | |
| B & E | Executive Office Administration | 3 | 3 | 2 | | |
| B & E | Medical Office Administration | 3 | 3 | 2 | | |
| B & E | Plastics Technology | 3 | 3 | 3 | 3 | 3 |
| B & E | Power Technologies | 3 | 3 | 5 | | |
| B & E | Robotics/Mechatronics Technology | 3 | 3 | 3 | | 3 |
| LAPS | Social Work Assistant | 3 | 3 | 1 | | |
| LAPS | Chemical Dependency | | | | | |
| B & E | Welding Technology | 3 | 3 | 5 | | |

Figure 1-11: Assessment Matrices

1R4

Over the last three years, Terra had a total of 87 students enrolled in the police academy. Of those, 57 students successfully completed the class and passed the state test.

Police Academy Results

| Year | # Students Enrolled | # Students Passed |
|---------------|---------------------|-------------------|
| 2009 | 29 | 21 |
| 2010 | 27 | 17 |
| 2011 | 31 | 19 |
| Totals | 87 | 57 |

Figure 1-12: Police Academy Results

For 2008 and 2009, Terra was above the national norm for nursing passage on the national exam. In 2010, Terra dropped to 77%. There was also a significant drop in student retention. The nursing faculty composed a plan of correction for the Board of Nursing. To date, all but one student from three classes have passed, and all former students are employed.

NCLEX Passage

| Graduated 2008 S | Passed NCLEX | | NCLEX % | Retention Rate |
|---------------------|--------------|----------|----------------|-------------------|
| | 1st Time | 2nd Time | | |
| 19 | 16 | 2 | Ohio 85.83 | 49% |
| | | | Nat'l 86.73 | |
| | | | 95% Norm 82.39 | |
| | | | Terra 89 | |
| Graduated 2009 S | Passed NCLEX | | NCLEX % | Retention Rate |
| | 1st Time | 2nd Time | | |
| 23 | 21 | 1 | Ohio 87.02 | 52% |
| | | | Nat'l 80.53 | |
| | | | 95% Norm 76 | |
| | | | Terra 93.30 | |
| Graduated 2010 S | Passed NCLEX | | NCLEX % | Retention Rate |
| | 1st Time | 2nd Time | | |
| 17 | 21 | 1 | Ohio 87.73 | 35% |
| | | | Nat'l 90.11 | |
| | | | 95% Norm 75 | |
| | | | Terra 88.30 | |

Figure 1-13: NCLEX Passage

Terra receives yearly reports from the University of Toledo (UT) including the Transfer Mobility Report. The table below shows information from the past five academic years.

Transfer Mobility Data

| Year | Number of students | Avg. UT GPA | Avg. Transfer GPA | Avg. Transfer Hours |
|---------|----------------------------|-------------|-------------------|---------------------|
| 2004-05 | 35 | 2.775 | Not Available | 46.1 |
| 2005-06 | 28 | 2.760 | Not Available | 43.5 |
| 2006-07 | 24 | 2.760 | Not Available | 47.9 |
| 2007-08 | No data was provided by UT | | | |
| 2008-09 | No data was provided by UT | | | |
| 2009-10 | 17 | 2.698 | 2.992 | 41.2941 |
| 2010-11 | 16 | 2.7796 | 3.2336 | 44.7697 |

Figure 1-14: Transfer Mobility Data

1R5

The Academic Service Center opened its doors in 2009, serving 995 students with advising, 468 student visits to the testing center, and tutoring requests for 77 students in the first semester. The next fall, usage increased as the Center saw 1220 students being advised, 875 students using the testing center and 145 tutoring requests received. The Center continues to be well-received by students and collaborates with multiple other student supports serves on campus such as the College and University Information Center, Disability, Counseling, and Career Services.

2010 CCSSE Results I

| ITEM | TERRA | OTHER SMALL COLLEGES | 2010 CCSSE COHORT |
|--|-------|----------------------|-------------------|
| Academic advising/planning | 2.58 | 2.54 | 2.53 |
| Peer or other tutoring | 2.08 | 2.11 | 2.11 |
| Transfer credit assistance | 2.24 | 2.22 | 2.24 |
| Services to students with disabilities | 2.15 | 2.05 | 2.04 |
| Academic advising/planning | 2.30 | 2.28 | 2.23 |
| Peer or other tutoring | 2.17 | 2.17 | 2.16 |
| Transfer credit assistance | 2.09 | 2.10 | 2.08 |
| Services to students with disabilities | 2.21 | 2.05 | 2.02 |

Figure 1-15: CCSSE Results I

Terra's library serves a large number of students. Shown below is comparison data for the last three academic years.

Performance Results for Learning Support Processes

| YEAR | POPULATION | CIRCULATION | INTER-LIBRARY LOAN | | NEW ITEMS | OTHER |
|---------|------------|-------------|--------------------|----------|-----------|-------|
| | | | LENT | BORROWED | BOOKS | |
| 2010-11 | 43,932 | 10,649 | 1,567 | 974 | 921 | 500 |
| 2009-10 | 38,814 | 11,420 | 1,609 | 1,327 | 1,273 | 221 |
| 2008-09 | 34,875 | 12,228 | 1,499 | 1,168 | 931 | 313 |

Figure 1-16: Performance Results for Learning Support Processes

1R6

Data from CCSSE shows that Terra students are significantly above the mean for small colleges in making class presentations, working on projects, and communicating through email with their instructors. Terra students were above the mean for using computing and information technology, and satisfaction with peer or other tutoring. Students rated Terra at the mean for College support of their efforts to succeed and to acquire job or work-related knowledge and skills. Students rated Terra below the mean in participation in college-sponsored activities.

2010 CCSSE Results II

| ITEM | TERRA | OTHER SMALL COLLEGES | 2010 CCSSE COHORT |
|---|-------|----------------------|-------------------|
| Make a class presentation | 2.34 | 2.06 | 2.06 |
| Worked on a paper or project that required integrating information from various sources | 2.93 | 2.73 | 2.73 |
| Using computing and Information technology | 2.93 | 2.81 | 2.75 |
| Came to class without completing readings | 1.90 | 1.82 | 1.84 |
| Providing support to help succeed at college | 2.97 | 3.01 | 2.98 |
| Used the Internet or instance messaging to work on an assignment | 3.03 | 2.91 | 2.91 |
| Used email to communicate with an instructor | 2.94 | 2.65 | 2.66 |
| Acquiring job or work-related knowledge and skills | 2.69 | 2.68 | 2.58 |
| Acquired a broad general education | 2.94 | 2.97 | 2.96 |
| Think critically and analytically | 2.86 | 2.92 | 2.90 |
| Use peer or other tutoring | 1.28 | 1.46 | 1.46 |
| Participation in College-sponsored activities | 0.16 | 0.32 | 0.28 |

Figure 1-17: CCSSE Results II

Improvements (I)

111

A Coordinator of Faculty Development and Training has been appointed. Details pertaining to this position are outlined in [1P11](#).

In order to provide an accessible transfer service for Terra students, a Transfer Center was created in the Academic Service Center, making transfer advising seamless.

Interactive Media Classroom Training and Angel Training are offered throughout the year. Faculty are able to receive stipends for training through a Title III grant. All faculty were trained in the basics of using the course management system, *Angel*. As a result, students now access their course syllabi, course handouts and up-to-date grades online. Training for the last four years is shown below:

Angel and Interactive Media Classroom Training

| | Angel 101 | Angel 102 | Angel 201 | Angel 202 (TO 101) | Smart Board | IMC | ECHO |
|---------------|------------|-----------|-----------|--------------------|-------------|-----------|-----------|
| 7/07-6/08 | 39 | 24 | * | * | * | * | * |
| 7/08-6/09 | 114 | 67 | 13 | * | * | * | * |
| 7/09-6/10 | 25 | * | * | 18 | 17 | * | * |
| 7/10-6/11 | 73 | 7 | 9 | 39 | * | 81 | 25 |
| Totals | 251 | 98 | 22 | 57 | 17 | 81 | 25 |

*Training not offered

Figure 1-18: Angel and Interactive Media Classroom Training

Terra has hosted the Arts Midwest International Festival for the past two years. The mathematics and English faculty asked their students to create projects that would support the festival. Poems, PowerPoints, and statistical data were presented by English and Mathematics students at the festival.

The Student Activities Director created a Student Activity Plan for 2010-2015 that was presented to PIE for endorsement. The goal of the plan is to establish a structured Student Life experience while building traditions and connections for students at Terra.

During the 2011-12 academic year, a semi-annual Assessment Newsletter is planned which will detail assessment information. The content will be supplied by the faculty coordinators and shared with the campus community as well as the appropriate advisory boards.

112

The PIE Council has worked diligently to create a new strategic plan. Faculty, Staff, the Board of Trustees, and the community have been included in the planning process. The plan is still being modified and is expected to be approved in fall 2011. The core values for the strategic plan are relationships, learning, integrity, and innovation. The following purpose statements are including under learning:

- We are committed to academic excellence.
- We are committed to the development of the whole person.
- We provide students with the opportunity to take an active role in their success.
- We are accountable to the community to educate students and to sustain and improve society.

Goal one of the strategic plan is to raise the region's educational attainment in higher education. Goal two is to serve as a catalyst for success in college. There are three initiatives under this goal:

1. Develop co-curricular learning options that enhance the quality of student experience (5 actions items).
2. Enhance student engagement and retention (10 action items).
3. Identify and implement data-driven strategies that address success rates of students in courses.

The strategic plan was discussed as part of fall 2011 convocation.

As an end result of a Defining Quality in the Classroom Workshop, the faculty defined the following five areas:

1. Good Quality Initiatives
2. Identifying Classroom Issues Impacting Instruction
3. Topics for Discussion
4. Issues Enhancing Classroom Quality
5. Issues that Detract from Classroom Quality

The following goals were determined:

Long-term goals:

- Design and deliver a mentoring program for adjunct and new full-time faculty.
 - Goal is complete in terms of design and initial delivery of mentoring program
 - The program itself will be ongoing in terms of becoming part of the College's standard operating procedures.
- Research and implement precision scheduling.
 - Long term initiative

Mid-term goals:

- Analyze the impact of workload on pedagogical effectiveness.
 - May 2013
- Provide events that promote transfer of knowledge and skills across the curriculum.
 - Ongoing; begin implementation August 2013.
- Provide events that encourage the use of educational technology.
 - Funded by Title III through 2013-2014

Short-term goals:

- Identify common standards of effective teaching:
 - Goal is completed. The Academic Quality Team championed this goal and, through collaboration with the faculty on the team and with the Vice President for Academic Affairs (VPAA), the Coordinator of Faculty Development and Training identified, printed and distributed the common standards to all faculty during start-up week of fall 2011.

- Identify incentives promoting adjunct faculty participation in pedagogical effectiveness events.
 - Goal is complete. Incentives are identified and will be implemented 2011-2012.

- Explore interdisciplinary pedagogy to enhance transfer of knowledge and skills across the curriculum.
 - May 2013

CATEGORY TWO: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Processes (P)

2P1

Terra continues to use a comprehensive strategic planning process involving the collection and compilation of primary data directly from the community it serves. These data play a fundamental and critical part in the decision making process involving the development of new programs and services delivered. For example, Terra's President conducted "Listening and Learning" sessions throughout the College's market area to solicit community input for new programs and services. One result of these sessions was hiring a new faculty member to conduct feasibility research concerning the expansion of the Hospitality Education program ([1P3](#)).

2P2

Terra is primarily focused on providing formal educational opportunities for its students from all walks of life. However, Terra's overall mission is much broader and encompasses two additional strategic ends; Building Community Relationships and Lifelong Learning. These two strategic ends are supported by specific "other distinctive objectives" as follows:

- Workforce Development
- Lifelong Learning
- Employment and Business Services
- Community Services

Terra's non-instructional objectives for external stakeholders are determined substantially through direct feedback from the communities it serves and through an internal strategic planning process. As described in [2P1](#), Terra's President conducts "Listening and Learning" sessions at external locations within the College's market area designed to solicit community input from private individuals, small business owners, and industry. Examples of programs, events and services added by Terra since 2007 that illustrate how effective communication and feedback efforts have been include the establishment of significant Veterans services, a Student Legal Services Clinic and a VITA (Volunteer Income Tax Assistance) program.

2P3

Terra uses a variety of methodologies in communicating its expectations with regard to other distinctive objectives. The President conducts internal "Listening and Learning" sessions with College employees to share strategic goals and objectives. Other methods used to communicate are through posting the meeting minutes of the Planning and Institutional Effectiveness Council, the Administrative Council and the Board of Trustees. In addition, the Vice Presidents hold periodic meetings with the College deans and directors who then communicate through division and department meetings directly with all employees.

2P4

Terra has begun implementation of a strategic assessment plan for the continuing assessment of its other distinctive objectives. This plan has been partially implemented through the assessment

measures being applied by the Small Business Development Center (see [2R1](#) response below). In addition, the Kern Center conducts participant surveys for each program as well as for each course provided.

A formal operations plan designed to interface with the overall College Strategic Plan will be implemented early fall 2011 for Kern Center operations. Planning retreats are scheduled beginning August 2011 to address each of the defined other distinctive objectives.

The College's Veterans Affairs Coordinator along with the faculty members coordinating Terra's legal clinic and VITA program are documenting numbers of clients served and administering surveys to monitor client satisfaction. Based on these data Terra will implement required changes to ensure client satisfaction and that community needs are being met.

2P5

The determination of faculty and staff needs originates from the department level through the tactical planning process. When these needs are identified, they are communicated to the appropriate supervisor who then ensures they are included in the department budget. If the current budget is not able to support a particular faculty or staff need, the supervisor meets with the affected department to discuss and resolve the issue, normally through a restructuring of the priority or timing of obtaining the needed item or service.

2P6

Terra incorporates feedback from surveys, performance measures, evaluations and annual reports for the modification or adjustment of its other distinctive objectives when performance gaps are identified. Terra also uses feedback from its corporate partners to improve its systems and processes in accomplishing its other distinctive objectives.

Results (R)

2R1

Terra works closely with the Ohio Board of Regents to track training initiatives that assist the College in monitoring and recording the results of its other distinctive objectives.

The data collected include annual sales, number of attendees, types and numbers of client consultations, performance surveys and evaluations. The data mentioned above is tracked in the following areas:

- Contract Training
- Kids College
- Elder College
- Small Business Development
- Veterans Services
- Student Legal Clinic
- Volunteer Income Tax Assistance

Additionally, Terra's Small Business Development Center (SBDC) counsels business clients and records the number of hours expended for this service. The SBDC conducts a Client Satisfaction

Survey” 60 days after initial services are provided. If the client does not complete the survey in a reasonable amount of time, the SBDC Director sends a follow-up email.

Also, clients are asked to complete a “Session Evaluation Form” immediately following each SBDC event. This form measures each attendee’s initial level of satisfaction. Data from the two surveys are then compared, by client, to determine their overall level of satisfaction. Additional follow up is conducted with any client expressing dissatisfaction. The data is also analyzed and used to update and/or improve the SBDC’S effectiveness.

2R2

As Figure 2-1 depicts, Terra is highly successful in delivering programs and services to the community in general and to small business and industry clients in particular. Terra served over 3,500 customers during FY 2011 which represents a 58% increase over the total number of clients served in FY 2010.

These numbers clearly indicate the popularity of the programs and services provided.

Contract Training Comparison of Number of Individuals Trained

| Number of Clients Served by Category Fiscal Year 2010 - 2011 | | |
|---|--------------------------|--------------|
| Contract Training | 2,796 people trained | 318 projects |
| Kids College | 420 registrations | 39 courses |
| Elder College | 315 registrations | 40 courses |
| Small Business Development | 151 consulting customers | 39 workshops |

Figure 2-1: Contract Training Comparison, FY 2010-2011

Figure 2-2 illustrates the increases in programs and services provided in FY 2011.

Contract Training Comparison of Number of Individuals Trained

| Number of Clients Served by Category Fiscal Years 2008 - 2011 | | | |
|--|------------------|------------------|------------------|
| Fiscal Year 2008 | Fiscal Year 2009 | Fiscal Year 2010 | Fiscal Year 2011 |
| 2,333 | 1,570 | 1,628 | 2,796 |

Figure 2-2: Contract Training Comparison, FY 2008-2011

2R3

Terra has implemented, through its tactical operations plan, an aggressive benchmarking process to compare results in the other distinctive objectives category with other institutions of higher education and small business development centers in both Ohio and neighboring states. Terra will be providing these results in future portfolios.

2R4

Terra's continued successes with the Small Business Development Center training and business consulting, open enrollment, business and industry contract training, Elder College and Kids College provide the linkages necessary to maintain strong community and business relationships. Terra provides the community it serves with alternative learning opportunities as well as a robust regional economic development function. These successes continue to strengthen Terra's community partnerships with business and industry as well as the individual citizen. Terra has also been successful with its on-campus Veterans Services programs and projects that have supported the College's student Veterans and captured community support. This was evidenced by the 79 participants in the Heroes Run event recently held in honor of Terra's Veterans. Additional successes are being realized with a Student Legal Clinic and Volunteer Income Tax Assistance program.

Improvements (I)

2I1

Terra has initiated a tactical planning process at the Divisional level and with The Kern Center that is designed to support the college-wide strategic plan. The first planning session was held on August 12, 2011 with an implementation date of October 31, 2011 for the fiscal year 2012. Additional planning sessions are scheduled in September 2011 for the Division of Business, Engineering and Workforce Development.

These plans will be combined into a single integrated operations plan (SIOP) for the College to ensure close coordination and non-duplication of efforts. This planning process has identified institutions of higher education that Terra can "benchmark" against to improve the external assessment process. The planning process has improved the ability of Terra to systematically identify emerging community and industrial educational and training needs and to proactively respond.

In addition to operational planning, Terra has completed major construction and renovation projects on its campus. In September 2010, in direct response to industry feedback requesting updated facilities and technology, a new Skilled Trades Center with over 23,000 square feet and a total cost of over \$3.5 million was opened. This facility provides state-of-the-art classrooms and labs for the HVAC, Welding and Power Technologies programs. Terra also just completed a \$6.6 million renovation project of its Arts and Health Technologies Center, including \$1.4 million in technology upgrades to keep pace with the ever changing environment.

The *GI Jobs Magazine* awarded Terra their Military Friendly award in 2011. The calendar of events for Veterans at Terra for fall of 2011 includes:

- POW/MIA Recognition Day
- 5K Hero Run Day
- Red Cross Blood Drive
- Salute to the Flag

- Veterans' Reception
- Stand Down Event for Homeless Veterans
- Stage Door Canteen event

Terra, in association with the North Coast Veterans Intensive Service Team, was awarded grants of \$70,000 in 2010 and \$35,000 in 2011 from the Ohio Department of Jobs and Family Services. These funds were used to sponsor Honor Flights to Washington, D.C. and to support the Ohio Veterans Home.

In the spring of 2010, Terra opened its free legal clinic for students. This clinic provides licensed Attorneys to Terra students to advise them in their personal legal matters. Since opening, the clinic has handled 65 different legal cases for students.

During ~~tax~~ season 2011," Terra's VITA site assisted 35 community citizens in preparing and filing their Federal Income Tax Returns.

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Terra determines targets for improvement through the analysis of feedback from several measures including surveys, event evaluations, student/client course and instructor evaluations and direct input from service providers. Once targets are identified and set, they are communicated through various campus organizations including the Administrative Council, Planning and Institutional Effectiveness Council and the Board of Trustees. Current targets for other distinctive objectives include improving the number and quality of community course offerings and improving communication through leadership.

CATEGORY THREE: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Processes (P)

3P1

The College identifies changing needs of student groups by the following mechanisms:

- The College began administering the Community College Survey of Student Engagement (CCSSE) in 2009. The College transitioned from using the Noel Levitz Student Satisfaction Survey because CCSSE assesses institutional practices and student behaviors which are strongly correlated with student learning and student retention. The strategy is to administer the survey for three consecutive years to develop baseline data and then continue conducting the survey on alternating years.
- In 2010 the College administered for the first time the Survey of Entering Student Engagement (SENSE). The SENSE collects data about institutional practices and student behaviors during the early weeks of a student's collegiate experience. The survey has helped focus attention on students' early experience and improve policies and practices that impact students and their success during their first year in college. The same strategy of three years baseline data followed by alternating years will be executed, with CCSSE one year and SENSE on the other.
- Students evaluate courses by completing course evaluations each semester.
- Faculty can submit an electronic Early Alert Form to identify students who they view to be at-risk based on the course grade and attendance. The Early Alert Form is then sent to the Academic Service Center and the student's advisor plans and conducts an intervention. Advisors document issues and needs that are impeding the success of the student and assist in developing a plan of action.
- Several career and technical programs have program advisory boards that meet twice per year and identify employers' needs which provide input into students' needs.
- The campus frequently conducts student focus groups. For example, in 2010 the College engaged in the strategic planning process. The President held two Listening and Learning Sessions for students to identify their needs. In addition, the Dean of Students holds focus groups to identify needs of students and their overall satisfaction with their collegiate experience.
- Many of the College's functional areas solicit student feedback by asking students to complete a satisfaction survey after utilizing a program or service.

The data obtained from the listed mechanisms are incorporated into the strategic planning process of the College. The College's planning process is outlined in detail in [8P1](#).

Since the last portfolio submission, the College has made a concerted effort to increase the participation of all staff and faculty in identifying, analyzing, and responding to student needs. For example, the Academic Deans and Dean of Students held several meetings with faculty and staff to share the results of the CCSSE and SENSE. Feedback was solicited on how to respond to issues identified in both surveys. In addition, a retreat was held for the Board of Trustees that focused on student success and the results of both surveys. These efforts have helped members of the Board who are also community members understand their role in addressing the needs of students.

3P2

The results from the 2010 SENSE survey indicated the College is 12 points above the cohort average in establishing early connections with students. The following early, student-point-of-contact opportunities assist in building and maintaining relationships with students:

- Relationships are built with prospective students by admissions recruiters visiting local high schools, attending college fairs, and participating in One-Stop programs at local Job Stores. The Admissions Office provides individualized campus visits for students and families. A campus visit includes a meeting with an admissions recruiter, campus tour, lunch or snack in the College cafeteria, and a meeting with a faculty member in their area of academic interest.
- The Admissions Office has established a communication management plan for prospective and admitted students. The plan ensures frequent communication by sending print mailings, e-mails, and making phone calls to encourage students to either apply for admission or register for courses.
- Upon admission to the institution each student is assigned an academic and faculty advisor. This systematic advising process is outlined in [1P7](#).
- The College has elevated the importance of students attending New Student Orientation (NSO). Student participation has grown from 30 percent to 70 percent over the past two academic years. Students now register for an orientation session during their intake advising appointment and receive a reminder correspondence. Because data shows that students who attend an NSO session have a higher credit completion rate during their first semester of coursework compared to non-participants, the College is in the process of developing policies and procedures that require all new students to attend an NSO session prior to registering for courses.
- During the first week of every semester the Student Activities Department plans welcome week activities. Activities typically include a phone call from a faculty or staff member welcoming the student to campus, divisional open houses, seminars and workshops, recreational events, and social activities.
- All new students are required to enroll in a First Year Seminar course. Students learn how to access and use a variety of academic and support services. The curriculum focuses on establishing relationships with students by requiring them to meet with either their faculty or academic advisor to establish an academic plan.

Several other student point-of-contact opportunities exist that build upon the relationships built in the early stages of a student's collegiate experience. These opportunities include:

- The Academic Service Center (ASC) opened fall of 2009. The ASC is the home to academic advisors, tutoring services, math and writing Labs, testing services, and the Transfer Center.
- In fall 2009, the College offered mental health counseling and consultation and referral services for the first time. Short-term counseling is offered to students at no cost. If students choose to seek personal counseling for a longer period of time, staff can refer students to a provider within the community. Two part-time counselors have been hired to provide this service.
- In fall 2010, the College began offering a Student Legal Services program. The program provides counseling on legal topics as well as educational programs and referrals for registered students. There is no cost for students to utilize the program.
- The College created a new position titled Student Success Mentor for Students of Color to build relationships with underrepresented students. This individual has worked in collaboration with the Coordinator of Student Activities to establish programs to celebrate cultural heritage and sexual orientation months.

- There are various clubs and organizations on campus for students and faculty and staff to have meaningful interactions outside of the classroom.
- The College has a student recognition committee. The committee recognizes student achievements by sponsoring several awards for students.
- Student representation is encouraged on most college-wide committees. Students have a voting member on the Council for Academic and Student Affairs. Students are often included on search committees for positions in the Division of Student Affairs.
- The College publishes the *Paw Print*, a student-focused publication. The College also shares information with students regularly through the Student Portal and the Angel MyCourse Portal.
- Each year, approximately 60 students participate in on-campus student employment.
- Faculty are required to schedule office hours. Their hours must be provided to the students on the course syllabus and posted on the faculty members' office doors.
- In January 2011, the College established the Dean of Students position. The Dean is the chief advocate for students and regularly holds events to establish positive relationships with students.

3P3

The Administrative Council, the Council for Academic and Student Affairs, and the Planning and Institutional Effectiveness Council hold joint responsibility for reviewing data that is solicited from mechanisms that identify stakeholder needs. Some of the mechanisms used are documented below.

- Focus groups were held with stakeholders on-campus and in the community as part of the strategic planning process as mentioned in [8P1](#).
- The needs of business and industry are determined through program advisory boards ([1P4](#)).
- Stakeholder needs are determined through formal and informal correspondences with Board of Trustees, administration, faculty and staff. College personnel are heavily engaged in community organizations and events.
- Each year the President holds a Superintendent's Breakfast, and the Admissions Offices hosts a Principal Counselor Day to develop insight regarding the needs of K-12 education.
- The President holds "Mocha with Marsha" events. These events invite community members to campus to learn more about the campus and to identify ways the College can better serve its constituents.

The process for analysis and action on the information received from the above mentioned sources is the same process as outlined in [8P1](#).

3P4

The College builds and maintains relationships with key stakeholders through the following mechanisms:

- The College actively maintains relationships by soliciting stakeholder feedback and participation through mechanisms listed in [3P3](#).
- The College holds an annual Legislative Reception to build relationships with elected leaders on the local, state, and national level.

- The College hosts events for local high schools such as regional DECA competitions, Skills USA competitions, and Tech Prep Showcase.
- As outlined in Category Two, the Kern Center develops lifelong learning experiences for the community by providing non-credit classes for personal enrichment and sponsors programs such as Kids College and Elder College.
- The College uses a coordinated communication effort to build and maintain relationships via print publications, radio, newspaper, and television. In July 2011, the College launched a new website.
- The College partners with other institutions of learning to develop articulation and transfer agreements. A kiosk is provided for colleges and universities to recruit students and, in 2009, a transfer center was created for four year institutions to provide transfer advising. Partnerships have been established with other institutions to offer degree completion programs on campus so students can earn a bachelor's degree without leaving the community.
- The College Foundation holds annual events such as the Gala and Golf Outing to raise funds for scholarships and maintain strong relationships with donors and alumni.
- A Student Success Mentor for Veterans position was established to support Veteran students and build relationships with area Veteran's representatives and groups. A Veteran's advisory board was created in 2009. The College applied for and was granted Service Member Opportunity College (SOC) status, based on the institution's commitment to the educational needs of Veterans, as evidenced by its policies and procedures to ensure transfer of military credits.
- A Work Experience Advisor position was created in 2010 to establish relationships with local employers. This individual attends networking and outreach events to identify employer needs and opportunities to provide internship and cooperative education for students.

3P5

The planning, implementing and monitoring process discussed in [3P1](#) is the primary process used to determine whether the educational offerings and services of the College should address new student and stakeholder groups.

3P6

Complaint information is collected through various formal and informal processes. Formal processes are clearly defined in the College Catalog which is received by each incoming student at New Student Orientation and is available in all divisional offices and on the College website. The administrative and instructional complaint policies, student appeals committee, and student code of conduct serve as the formal structures students can use to express concerns regarding financial charges, conduct allegations, grade appeals, administrative functions, and instructional quality.

Student Complaint Process

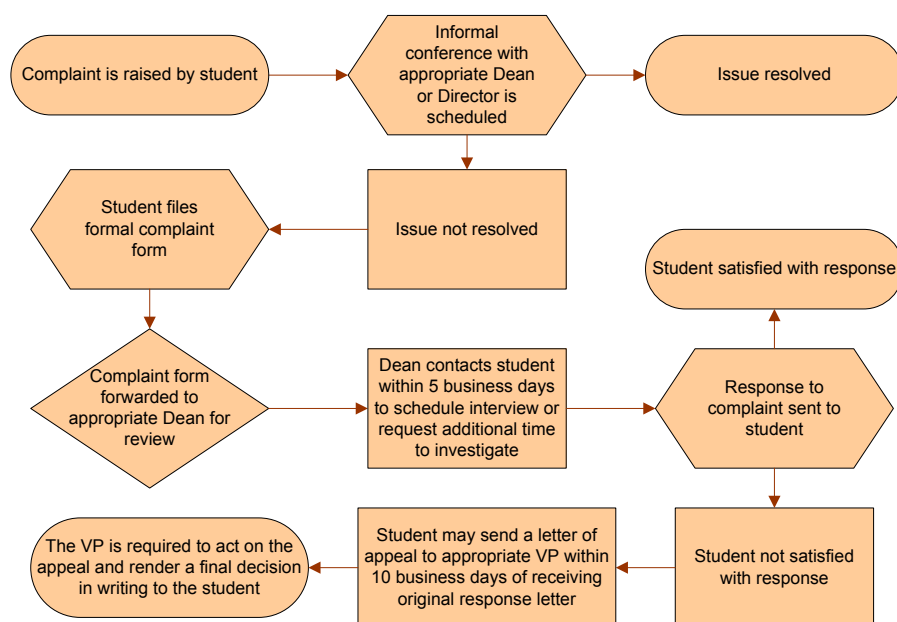


Figure 3-1: Student Complaint Process

The data gathered from both the formal and informal processes of the College is collected and analyzed either by the Administrative Council, Council for Academic and Student Affairs, or the Planning and Institutional Effectiveness Council. Where a trend is identified in the complaints received, it is forwarded to the appropriate council for research and recommended changes in policy and/or procedures. In most instances, a chartered team made up of the appropriate stakeholders researches the problem and makes a recommendation for correction. The councils consider these recommendations and approve policy and/or procedural changes. Policy changes are presented to the Board of Trustees for final approval.

Changes in policy or processes as a result of a division or council review are provided to students and stakeholders through the catalog, student newspaper, student portal, and website.

Terra recognizes that no formal process exists for external stakeholders to lodge a complaint or concern with regard to the College.

Results (R)

3R1

Measures of student and other stakeholder satisfaction that are collected and measured regularly are listed in [3P2](#).

3R2

Figure 3-2 indicates that Terra has conducted the survey in two consecutive years and has made improvements in most areas and consistently receives higher scores than other cohort colleges. A cohort college is defined as a participating college who has completed the survey for three straight years. An institution with an enrollment with less than 4,500 students is defined as a small college. Terra is classified as small college located in a rural-serving area. (Results from Spring 2011 will be reported in future portfolios.)

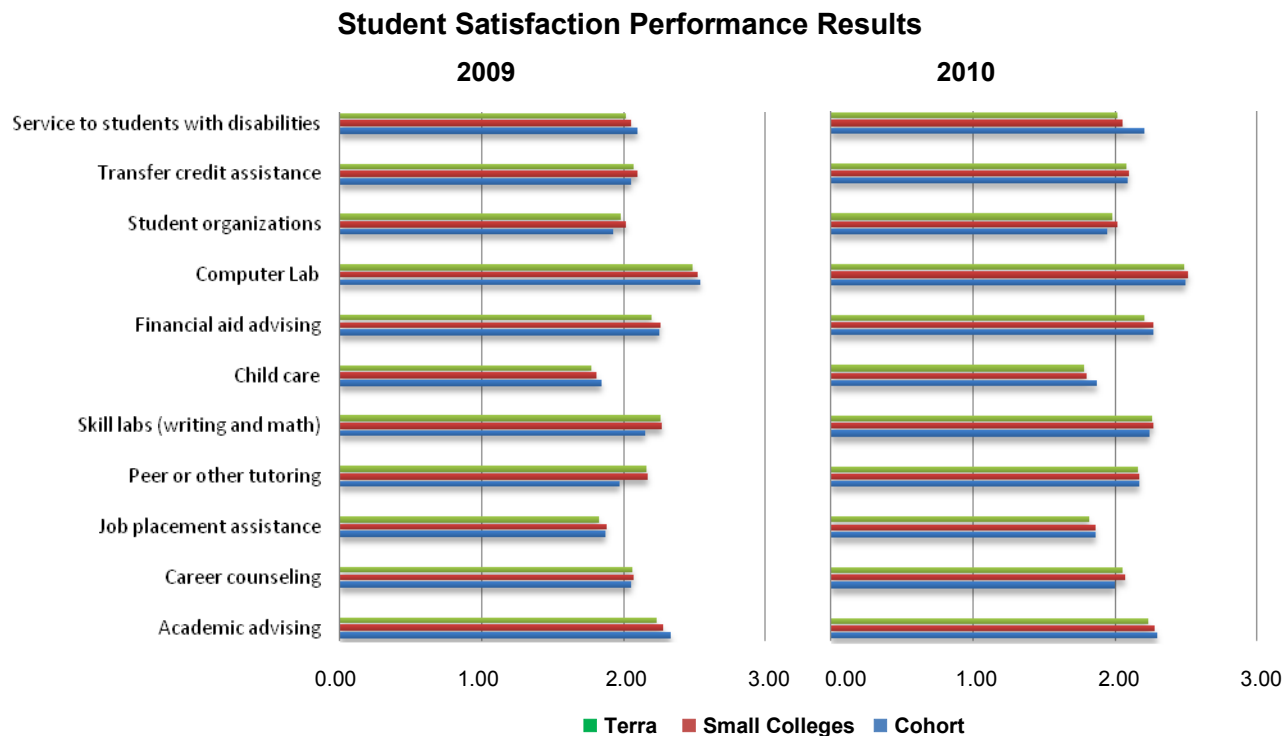


Figure 3-2: Student Satisfaction Performance Results, 2009 vs 2010

3R3

The College has earned the designation as a military friendly college from *G.I. Jobs Magazine*. The list honors the top 15% of colleges, universities, and trade schools that are doing the most to embrace veterans. The publication developed a survey that allows institutions the opportunity to survey their students regarding their overall satisfaction with college. Data in Figure 3-3 indicates that survey participants believe Terra creates a climate where veterans are welcomed and supported.

G.I. Jobs Magazine Student Veteran Survey Results

| | |
|--|--------|
| People at the school are friendly, warm and approachable to military veterans. Degree to which you feel welcome on campus. | |
| Very Satisfied | 88.89% |
| Moderately Satisfied | 11.11% |
| Satisfied | 0.0% |
| Dissatisfied | 0.0% |
| Very Dissatisfied | 0.0% |
| Not able to judge | 0.0% |

Figure 3-3: G.I. Jobs Magazine Student Veteran Survey Results

One key group is early connections, which measures a student's early college experience and early connections the student builds with the College. Figure 3-4 indicates that Terra scores above small colleges and the cohort in establishing early connections with students.

Early College Connections

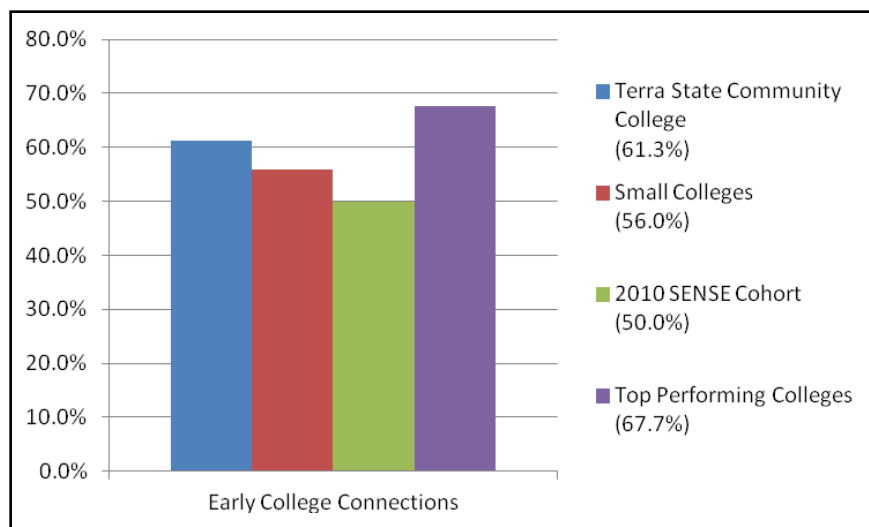


Figure 3-4: Early College Connections

3R4

Academic divisions at the College conduct surveys of their respective advisory boards annually to ensure that the programs meet the needs of the profession. For example, the Nursing Program surveys employers who hire graduates of the program. The survey measures how graduates are performing as they relate to program outcomes. The results indicate Nursing Students typically are average to above average as they relate to program outcomes. The results are demonstrated in Figure 3-5.

2008-2010 Employer Survey of Nursing Graduate Performance Based on Program Outcomes

| Outcome | Above Average | Average | Below Average | No Response |
|-------------------------------|---------------|---------|---------------|-------------|
| Autonomy | 4 | 3 | 0 | 1 |
| Plan of Care | 4 | 2 | 2 | 0 |
| Educational Needs of Patients | 4 | 2 | 1 | 1 |
| Practice Within the Law | 3 | 3 | 1 | 1 |
| Cultural Diversity | 4 | 2 | 1 | 1 |
| Scope of Practice | 3 | 3 | 1 | 1 |
| Confidentiality | 4 | 2 | 1 | 1 |

Figure 3-5: Graduate Performance, 2008-2010

3R5

The College believes that it has a responsibility to assist its learners in acquiring the knowledge, skills, and attitudes necessary for preparation and advancement in careers of today and the future. One way to accomplish this is for the College to work with local business and industry to create internship and cooperative education opportunities. In fall 2010, the College hired a Work Experience Advisor to build relationships with local employers to establish these opportunities for students. Figure 3-6 illustrates an increase in internship cooperative education opportunities since filling this position.

Internship Cooperative Education Opportunities

| Students Participating in Work Experience (Practicum, Clinical, Professional Practice, Co-op and Work Experience) | Spring 2009 | Spring 2010 | Spring 2011 |
|---|-------------|-------------|-------------|
| | 157 | 142 | 180 |
| <i>The student work experiences were in: Early Childhood Education, Health Information Technology, Hospitality Management, Law Enforcement, Medical Office Administration, Nursing, Executive Office Administration, and Social Work.</i> | | | |

Figure 3-6: Internship Cooperative Education Opportunities

Each year the College holds a career fair to assist local businesses in identifying potential employees for their workforce. Figure 3-7 illustrates that participation has increased dramatically over a three year period. Participation was down in 2010 compared to 2011 because a grant received in 2010 allowed employers to participate at no cost.

Career Fair Participation

| Fall 2009 | Fall 2010 | Fall 2011 |
|-----------|-----------|-----------|
| 30 | 66 | 54 |

Figure 3-7: Career Fair Participation

3R6

Data from CCSSE and SENSE is used to compare Terra's performance with small community colleges and all community colleges in the data cohort. The results indicate that in some areas we are out performing peer institutions and in other areas there is a need for improvement. Comparisons are illustrated in [3R2](#) and [3R3](#).

Improvements (I)

311

The Planning and Institutional Effectiveness Council is responsible for the planning and monitoring processes of the College. These processes, including the identification of improvement processes that address changing student and stakeholder needs are reviewed annually and improved where possible. The Planning and Institutional Effectiveness Council considers opportunities for

improvements in relation to the College's strategic plan. Other councils and cross functional teams are assigned the task of moving improvements forward to eventual completion. Through this process, the College has made the following improvements:

- Data gathered from focus groups and surveys are more broadly shared with the entire community and ideas for improvement are solicited.
- The Board of Trustees has adopted Terra's *Vision 2016* Strategic Plan.
- The College began using CCSSE and SENSE.
- An electronic Early Alert Form was created to identify at-risk students.
- The Admissions Office established a communication management plan for prospective and admitted students.
- The Academic Service Center was created to provide students a central location for academic support.
- Counseling Services and Student Legal Services were created for students at no charge.
- A Student Success Mentor for Students of Color position was established to build relationships with students and stakeholders.
- The College recognized the need for a chief student advocate and created a Dean of Students position.
- A Student Success Mentor for Veterans position was created to establish relationships with students and stakeholders. A Veterans Advisory Board has been established.
- A Work Experience Advisor position was created to establish relationships with local employers and create internship, cooperative education, and employment opportunities for students.
- The Physical Therapist Assistant Program and the Health Care Administration degree have been created through the recommendation of advisory boards.

Processes and performance results for Understanding Students' and Other Stakeholders' needs have matured considerably since the last portfolio.

312

Everyone at the College takes student and stakeholder feedback seriously. If there is an area that indicates a need for improvement, best practices are reviewed, opportunities for growth are identified, and an action plan is developed. Colleagues are willing to work across functional lines to improve processes for students and stakeholders.

The College community recognizes the strong role that the Planning and Institutional Effectiveness Council has in establishing and monitoring the strategic plan. PIE establishes both short- and long-term goals through the identification of goals in the strategic plan targeting each of the Ends Policies as explained in [8P1](#). Institutionally, these goals are focused through the identification of Strategic Objectives, Indicators and Long-Term (3 to 5 year) Targets for each Ends Policy. Both current and long-term priorities are presented to the Board of Trustees on a predetermined annual calendar, to faculty and staff at all campus meetings, and to student groups that are active in the improvement initiatives of the campus. In addition, these results and improvement priorities are available through public folders.

CATEGORY FOUR: VALUING PEOPLE

Processes (P)

4P1

Specific credentials, skill and values for faculty members may be identified by:

- Baseline credentials outlined in faculty contract.
- Fellow faculty members and through research.
- Benchmarks provided by The Ohio Association of Community Colleges (OACC).
- Input from advisory boards on specific, industry-related skills and credentials.

Specific credentials, skill and values for staff members may be identified by:

- Director and/or Vice President level of the College administration researching the current job market and reviewing various online sources.
- Benchmarks provided by the OACC.

Specific credentials, skills and values required of administrators may be identified by:

- Board of Trustees, President and Vice-Presidents through benchmarking similar positions at other colleges in the region.

Required values for all positions at the College are expected to align with the mission statement.

4P2

The College makes certain the credentials, skills and values required are met by the following practices:

- Utilizing the NEOGOV web-based software with the capability to screen applicants who do not meet minimum requirements.
- Requiring all applicants to provide transcripts.
- Conducting reference checks on candidates who reach the third level of interviews.
- Ascertaining values during face to face interview.

4P3

All recruiting and hiring is fully Equal Employment Opportunity Commission (EEOC) compliant. Faculty and staff positions typically are published locally, in and immediately adjacent to the service area. This geographical region includes several large universities, thus ensuring a quality, faculty candidate pool. In instances of upper level administrative positions or highly specialized faculty positions, the College publishes positions nationally in *The Chronicle of Higher Education*.

The College has designed a multi-level application and hiring process with the following steps:

- Qualified applicants are sent to the hiring committee for review and four to ten candidates are selected for phone interviews.

- From the phone interviews, the field is narrowed to two to four candidates for face-to-face interviews. These interviews usually include a campus presentation, a meeting with the hiring committee and a meeting with senior administrators of the division.
- The field is narrowed again and final interview(s) are scheduled with the supervisor and the respective Vice President.

Retention of employees is ensured through a successful orientation process (4P4) and through regular meetings with their direct supervisors. The Employee Recognition Committee also holds regular events to help maintain staff morale. The positive attitude of the College's administrators and staff develops a friendly and comfortable work environment. A detailed listing of retention events is located in [411](#).

4P4

Each new full-time and part-time regular (non-student) staff/employee of the College participates in the College orientation program. As part of an AQIP Action Project, a New Employee Orientation process was developed and implemented in the fall of 2002.

The New Employee Orientation process was evaluated and redesigned in 2009. It now occurs every six months and encompasses four hours. New employees are introduced to administrators and educated on the College's history, mission and values.

As referenced previously in [1P11](#), the College appointed a Faculty Development and Training Coordinator who designed a faculty orientation program for both full-time and adjunct faculty that is similar to the staff orientation.

4P5

The College's senior administration has started using succession planning as a way to move the College forward in hiring the right personnel to meet a specific need at the College. As identified in [8P1](#), the President holds Listening and Learning sessions to gather data from staff, students, and community members about a variety of topics. The Executive Cabinet then analyzes that data and determines where the greatest priorities are for the College. Existing positions are assessed to determine if they can be modified to fit a need or if additional staffing is required.

The Cabinet also plans for changes in personnel by looking ahead to where the College might be in five years and how that vision aligns with the strategic plan and goals of the College. If changes need to be made in a certain department or area, the Cabinet looks internally first. The College firmly believes in promoting talent from within the institution. If no suitable candidates are found internally, then a hiring committee is formed and a search is conducted.

While some steps have been developed, Terra recognizes an opportunity to develop a systematic and comprehensive policy for leadership succession.

4P6

The College's Human Resource department has been working to convert all paper forms to an electronic format to make it easier for employees to be more productive in the office. Evaluations are filled out electronically, and paycheck notices are posted online.

Employees meet with their direct supervisors on a weekly or bi-weekly basis to discuss tasks that need to be completed. Staff member concerns are also addressed during these meetings.

Each year, every employee undergoes an Annual Performance Review (APR). Employees complete a [self-evaluation form](#) and their supervisor also completes an [evaluation form](#). During the review, both forms are discussed and yearly goals for growth are set.

Informally, at six-month intervals, supervisors will hold a meeting with their direct reports similar to the APR meeting to discuss progress on the yearly goals. Employees are actively encouraged to talk to their supervisors about workplace conditions or situations in which they feel uncomfortable.

All employees have the opportunity to participate in the life of the institution by serving on teams and councils whose work directly affects and may set policy for the campus community.

4P7

Faculty, staff and student handbooks establish baselines of sound ethical practice across all segments of the campus population. During the orientation process, new employees receive the appropriate handbook, which contains the [Employee Standards/Code of Ethics](#), and discuss its contents with members of the campus community.

Employees are held accountable through [Progressive and Corrective Action Channels](#). These channels were developed by the Progressive and Corrective Action Committee, which was formed as a result of the AQIP Strategy Forum in the Fall of 2009. The Progressive and Corrective Action Policy has been implemented into the employee handbook and is shared with all employees annually.

4P8

Short-term employee training needs are determined at the departmental level. Long-term employee training needs are identified through the APR process.

Faculty training needs are identified through numerous measures. Faculty members may complete a Professional Growth Incentive (PGI). This individualized plan of work is developed between the faculty member and his/her Division Dean.

For faculty, training needs are also often identified through the annual self-evaluation process. These needs often reflect advisory board input. Adjunct faculty members can request certain training based on needs in the classroom.

A comprehensive training program is designed for faculty and staff members to embrace technology in their roles on campus and in the classroom. This training is announced via email and the College's Learning Management System.

The faculty training program(s) relate directly to two of the College's strategic ends: Access and Opportunity, and College Vitality. One of the strategic initiatives was to integrate a course management system. The learning management system training supports this initiative. Another strategic initiative is to improve faculty professional development. This was addressed by the addition of the Coordinator of Faculty Development and Training as outlined in [1P11](#).

4P9

- The APR process sets the baseline goals for training and developing each employee.
- Organizational and faculty/staff learning is promoted through an aggressive professional development program including:
 - Professional Growth Incentives (PGI) for faculty to continue their education

- Tuition reimbursement for staff to continue their education beyond Terra
- Tuition waivers for staff taking Terra coursework
- Support of professional development travel for both faculty and staff
- Internal training and development

The College recognizes an opportunity to design a formal mentoring program to reinforce on the job training for administrators and staff that mirrors the one recently developed for faculty.

4P10

As part of the strategic planning process, a cross-functional team developed a new evaluation model in 2006. Considerable research in benchmarking schools of similar size and composition was completed. Input from the staff was incorporated in the final draft.

Staff, both exempt and non-exempt, is evaluated in a number of areas for growth and development, professional development plans, and career development plans are also documented. The instrument will continue to be reviewed and improved.

Faculty members generate annual self-evaluations. The self-assessment includes the faculty member's philosophy of teaching, progress toward meeting goals established in the previous evaluation, review of student evaluations and new goals for the upcoming year(s). Faculty members then meet with the dean to review the evaluation.

Employees have opportunities to provide input regarding the evaluation process. Administration and Terra Faculty Association (TFA) representatives meet once each academic semester to resolve issues that may arise between the TFA and the administration. An employee satisfaction survey is taken every two years. Focus groups and open forums comprised of faculty, staff and administrators are used on a regular basis to gain feedback and to assess improvements.

Adjunct Faculty members fill out a self-assessment form after they view their student evaluations at the end of the semester. They are also evaluated by the Division Deans via a classroom evaluation during their first semester.

The faculty PGIs align with the strategic end of College Vitality, specifically supporting the initiative of improving faculty professional development. The student evaluations of faculty also support the strategic end of Student Success. Every evaluation is received by the academic dean and reviewed with the faculty.

4P11

- o Employee compensation packages are determined by Compease; A Salary Administration System consisting of customized consulting, market data and information. This system includes the following:

| Compease Components |
|--------------------------------------|
| Job evaluation system |
| Dollar value of jobs determined |
| Salary grades and ranges |
| Extensive survey base of salary data |
| Merit increase planning |

| Compease Components |
|---------------------------------------|
| Individual merit increase guidelines |
| Compensation management |
| Compa-ratio reports |
| Current individual projected salaries |
| Annual salary updates |
| Job descriptions |

Figure 4-1: Compease Components

- The College recently switched to a top five, nationally ranked, benefits consultant after review of the previous benefits determined that insufficient attention was being paid to the employees. A new perks system/card is being developed for employee benefits.
- A Labor Management Committee was established as the result of the AQIP Strategy Forum in the Fall 2009. The committee helped the College create a new benefits package that was more flexible and affordable for the employees and the College.

Faculty and staff recognition programs have been specifically redesigned based on an action project that stemmed from the strategic end for College Vitality outlined in the College's Vision 2010 statement. The action project was to enhance employee recognition and reward programs. These new processes have led to an increase in the perceived recognition of staff members from past years at the College as noted in [4R4](#).

- An Employee Recognition Committee was also formed as a result of the AQIP Strategy Forum. This committee plans regular campus-wide events open to all employees.
- The procedures governing years of service and service awards have also been updated. Instead of receiving a commemorative pin for a service award, employees now have the opportunity to choose their reward from an award website contracted through the College.
- The Circle of Excellence award continues to be awarded to an outstanding staff member, professional staff member, faculty member and adjunct faculty member. Employees are nominated by their peers and the award recipients are selected by committee.
- The Board of Trustees recognizes "Successes at Terra" at each board meeting.
- Any employee may be nominated for recognition for his/her extraordinary service to others on campus and recognized in the "Above and Beyond" section of the College e-newsletter.
- The administrative cabinet identifies excellence and recognizes these individuals at the campus convocation.
- Employees and their dependents can complete courses at Terra under a fee waiver.
- Staff and faculty can participate in the Employee Degree Completion program.

4P12

Motivation, morale, and similar issues are addressed based on feedback from faculty and staff in the form of surveys, open forums and discussions with their supervisors.

The Campus Quality Survey provides data key in determining critical issues related to the motivation. The survey is administered every two years, and was last completed in 2010. Through the Administrative Council, the results of this survey are used to help determine the effectiveness of the College's processes. The council analyzes the results to identify opportunities for improvement.

As referenced in [8P1](#) employees also have the opportunity to participate in Listening and Learning sessions. The Administrative Council, PIE and CASA use the data to modify College policies and procedures. If any areas of issue arise from the data, that information is passed along to supervisors and administrators so they may address it with their staff. All data collected from the Listening and Learning sessions is anonymous.

4P13

Employee satisfaction is evaluated through use of the staff satisfaction survey. The survey results indicate gaps between the staff's perception of the College's performance on any given item and the importance attached to that item by the staff. Significant gaps are addressed via the work of councils and teams. The Labor Management Committee and Faculty Administration Committee, both of which resulted from the Fall 2009 AQIP Strategy Forum, focus on employee satisfaction concerns and issues.

The College provides for all employees' health, safety and well being by offering a fitness center for them and their families. Health screening and early detection services are made available by health care organizations. The College also offers gender specific wellness programs, such as screenings for prostate cancer and bone density. An employee assistance program is available, for all full time employees and their immediate family members, for counseling and help with personal issues. All of the services mentioned above are provided at no charge to employees.

The Wellness Committee stays very active on campus and regularly promotes wellness events on campus and around the campus community. Campus wellness is encouraged through a Wellness Points "competition" with other employees. Wellness awards are announced and presented at the employee recognition luncheon.

A Campus Safety Committee was formed as a result of the staff satisfaction surveys. This committee regularly presents on safety issues related to the campus and the employees of the College. The committee also maintains and updates the security and safety handbook. Some changes that resulted from this committee are room numbers being posted outside of classroom windows for easy identification in case of an emergency, the proper placement of emergency plan action steps next to every classroom phone, and regular fire and severe weather drills. The committee also hosts training presentations to help educate employees on what to do in case of an emergency situation on campus.

Results (R)

4R1

| Measures for Valuing People |
|---|
| New Employee Orientation Evaluations |
| Wellness Program Evaluation (annually) |
| Campus Quality Survey (bi-annually) |
| Feedback from Fee Waiver Participants |
| Feedback from Employee Degree Completion Participants |

Figure 4-2: Measures for Valuing People

Figure 4-3 separates the College's key measures for Valuing People into five main categories.

| Key Measures for Valuing People | |
|--|--|
| 1. Satisfaction | <ul style="list-style-type: none"> – Bi-annual Campus Quality Survey – All-campus meetings and focus groups |
| 2. Turnover | <ul style="list-style-type: none"> – Tracked annually for all employees, segmented by employee classification, position, etc |
| 3. Training and Development | <ul style="list-style-type: none"> – Satisfaction with training measured through evaluation of training sessions and responses to Campus Quality Survey on training-related questions |
| 4. Employee Educational Advancement | <ul style="list-style-type: none"> – Progress toward degrees – Courses taken for credit |
| 5. Health and Well Being | <ul style="list-style-type: none"> – Work absences due to illness and accident – Insurance claims – Levels of participation in Wellness Program |

Figure 4-3: Key Measures of Valuing People

4R2

Figure 4-4 summarizes the number of faculty and staff benefiting from fee waivers and tuition reimbursement over the past four years. While the number of employees or dependents taking a fee waiver at the College has steadily increased throughout the last four years (with a slight dip in 2009), the number of credit hours taken has remained relatively the same.

The number of full time employees participating in the Employee Degree Completion program has stayed consistent with prior years.

Support for Continuing Education

| Program/Benefit | Number of Employees Participating | | | |
|---|-----------------------------------|-------------------|-------------------|--------------------|
| | 2007 | 2008 | 2009 | 2010 |
| Employees or dependents completing courses at Terra under fee waiver | 44 (288 cr. hrs.) | 62 (358 cr. hrs.) | 55 (322 cr. hrs.) | 112 (292 cr. hrs.) |
| Full-time employees taking undergraduate classes with tuition reimbursement | 5 | 5 | 3 | 4 |
| Full-time employees taking graduate classes with tuition reimbursement | 5 | 6 | 7 | 6 |

Figure 4-4: Support for Continuing Education

Figure 4-5 lists the results from the most recent Campus Quality Survey: Employee Training and Recognition category (2010) and the results of the previous five surveys completed at the College.

Campus Quality Survey Results

| Categories and Specific Items | Terra Average Score (1=Strongly Disagree; 2=Disagree; 3=Uncertain; 4=Agree; 5=Strongly Agree) | | | | | |
|--|---|-------|-------|-------|-------|-------|
| | 2010 | 2008 | 2006 | 2004 | 2002 | 2000 |
| Employee training and recognition | 2.931 | 2.842 | 2.876 | 2.934 | 2.728 | 2.832 |
| Employees are rewarded for outstanding job performance | 2.522 | 2.594 | 2.244 | 2.247 | 2.107 | 2.176 |
| Terra's wages and benefits are competitive with those offered in the local market | 2.567 | 2.607 | 2.702 | 2.923 | 2.939 | 2.862 |
| Employee suggestions are used to improve our institution | 2.691 | 2.574 | 2.92 | 3.111 | 2.838 | 2.97 |
| Recruitment and orientation of new employees | 2.716 | 2.775 | 2.54 | 2.772 | 2.578 | 2.711 |
| Processes for selecting, orienting, training, empowering and recognizing employees are carefully planned | 2.781 | 2.554 | 2.563 | 2.718 | 2.308 | 2.461 |
| Personnel and human resources services | 2.846 | 3.088 | 3.23 | 3.5 | 2.609 | 2.931 |
| Administrators recognize faculty and staff when they do a good job | 3.145 | 3.058 | 2.965 | 3.062 | 2.733 | 2.755 |
| Changes in college policies and procedures are made available to me | 3.217 | 3.475 | 3.452 | 4.127 | 3.263 | 3.411 |
| Professional development activities are available to assist employees in improving their job performance | 3.279 | 3.191 | 3.07 | 3.114 | 3.548 | 3.255 |
| I am encouraged to actively participate in activities conducive to my personal and professional growth and development | 3.644 | 3.246 | 3.44 | 3.641 | 3.646 | 3.516 |
| My supervisor helps me improve my job performance | 3.696 | 3.529 | 3.471 | 3.42 | 3.608 | 3.426 |
| Administrators share information regularly with faculty and staff | 2.913 | 2.866 | 3.149 | 3.388 | 2.825 | 2.892 |
| Quality improvement tools and methods are used regularly to solve problems | 2.881 | 2.806 | 2.729 | 2.924 | 2.544 | 2.802 |
| Employees receive special training in improving customer service | 2.562 | 2.53 | 2.379 | 2.443 | 2.505 | 2.716 |
| Students believe faculty care about what they think | 3.561 | 3.464 | 3.64 | 3.788 | 3.654 | 3.637 |
| Employees are empowered to resolve problems quickly | 2.971 | 2.739 | 2.727 | 3.086 | 2.587 | 2.882 |
| There is a spirit of teamwork and cooperation in this organization | 3.058 | 2.794 | 2.453 | 2.95 | 2.068 | 2.608 |

Figure 4-5: Campus Quality Survey Results

Data from the Campus Quality Survey show improvement in a majority of the categories, although there are still areas where improvements can be made. For example, the College found that it could do a better job of recruitment and orientation of its new employees. In response to this data, the New

Employee Orientation was redesigned in 2010. The 2011 New Employee Orientation survey results chart (Figure 4-6) illustrates a positive reception of the redesigned New Employee Orientation.

2011 New Employee Orientation Survey Results

| Statement | Average Score (1 = Strongly Disagree, 4 = Strongly Agree; n=11) |
|---|---|
| The "History of Terra" overview provided me with meaningful information | 4 |
| I received useful information regarding the College's culture | 3.67 |
| I understand the manner in which the College establishes its strategic plan | 4 |
| I am familiar with the employee evaluation process and goal setting | 3.67 |
| I found the information at the employee orientation session to be helpful | 3.83 |

Figure 4-6: 2011 New Employee Orientation Survey Results

4R3

- The College's enrollment has skyrocketed since Spring 2008 semester, resulting in a 44% increase in headcount and a 52.7% increase in FTE.
- Figure 4-7 illustrates the enrollment increases by semester.

FTE and Headcount Enrollment by Semester

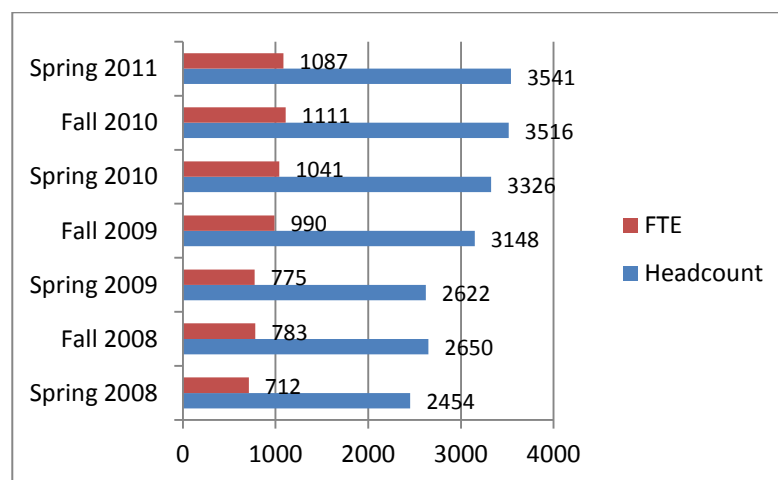


Figure 4-7: FTE and Headcount Enrollment by Semester

4R4

The bi-annual Campus Quality Survey compares the College's results to national norms. In the 2006 survey, Terra's performance gaps were greater than the national norms in the three categories most closely related to valuing people: Employee Training and Recognition, Quality and Productivity Results, and Empowerment and Teamwork (Figure 4-8). These gaps increased in 2008. However, in the 2010 survey the College showed great improvement in closing these gaps to the lowest they've been in six years. The College attributes these improvements to the committees and teams that were created to deal specifically with the issues relating to valuing people.

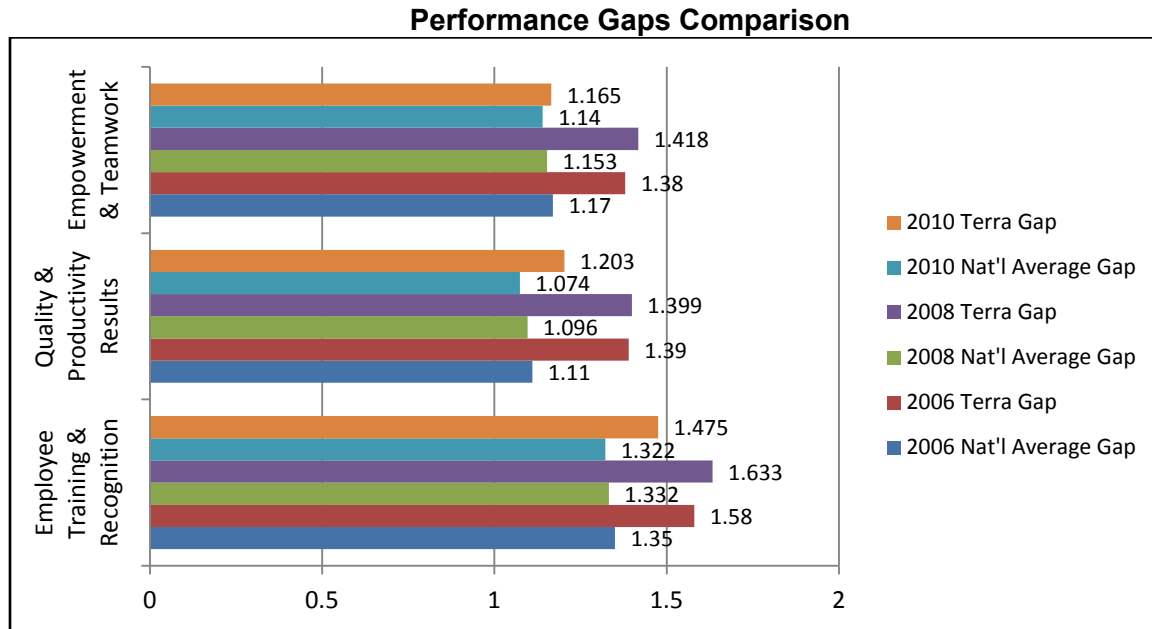


Figure 4-8: Performance Gaps Comparison

Improvements (I)

4I1

Significant improvements have been made in Valuing People since the last portfolio and have been discussed throughout the category. References are listed in Figure 4-9.

| Improvements in Valuing People | |
|----------------------------------|----------------------|
| Employee Recognition Committee | 4P11 |
| Employee Benefits Committee | 4P11 |
| Labor Management Committee | 4P11 |
| Faculty Administration Committee | 4P13 |
| New Employee Orientation | 4P4 |
| NEOGOV Hiring System | 4P3 |

| Improvements in Valuing People | |
|--------------------------------|----------------------|
| HR Services Online | 4P6 |
| Compease | 4P11 |
| Succession Planning | 4P5 |
| Service and Recognition Awards | 4P11 |
| Updated Benefit Plan | 4P11 |
| Employee Evaluation Redesign | 4P10 |

Figure 4-9: Improvements in Valuing People

412

The College continues to examine the Campus Quality survey results and the performance gaps identified. The four committees formed after the Employee Development Quality Improvement Council was dissolved have been working on strategies targeted at closing those gaps. As noted by the results from 2006, 2008 and 2010, the teams have been relatively successful. However, there is still room for improvement.

CATEGORY 5: LEADING AND COMMUNICATING

Processes (P)

5P1

As described in detail in Category [8P1](#), Terra recently completed *Vision 2016*. As part of this process, the vision, mission and values of the College were reviewed and redefined. During AY 2010-2011, the Planning and Institutional Effectiveness (PIE) Council was poised to initiate the gathering of input from internal and external constituents for a new comprehensive strategic plan after the research and development phase of *Vision 2016*. At the same time, the president's cabinet selected a cross functional committee of personnel and faculty, to review the College's values statements. With the guidance of the strategic planning consultant the committee gathered and reviewed values statements from several institutions, Terra's current values statements were revised and a draft of those statements was submitted to campus employees to solicit feedback. After the feedback was collected, the information was sent to the president's cabinet for review. The president's cabinet elected to request further review from the PIE Council. The outcome resulted in four agreed-upon values with several value statements that support an understanding among the campus constituents.

Additionally, two teams were formed by the PIE Council to work on the vision and mission statements. Each team was comprised of cross-functional faculty and staff leaders with a member of senior leadership as its champion. Both teams participated in a half-day retreat to review mission and vision statements from other colleges, review research related to effective mission and vision statements, and brainstorm on their vision for the College in the next five to ten years. After several iterations, the teams presented their results to the Board of Trustees at a retreat in May 2011. The final version was approved by the board of trustees, and senior leadership, and presented to the faculty and staff by the PIE Council.

5P2

With the intent of meeting the needs of its students and stakeholders as a catalyst for their future prosperity, Terra's leaders set direction in alignment with the College's vision, mission, and values in a manner that is conducive to high performance, innovative in approach, collaborative in nature.

Actions in the College flow from its mission and strategic plan in a top down manner. As strategic initiatives are established under each of the five strategic goals identified by the board of trustees, action items are determined to ensure the initiative is achieved. Several methods and instruments are used to help determine initiatives and action items so that they align with the College's vision and mission. Input is collected from both internal and external stakeholders through surveys, forums, various committee and team reports, board monitoring reports, and team meetings. The PIE Council is charged with reviewing all of the feedback and recommending the annual strategic initiatives in a one-page plan (derived from the larger *Vision 2016* document) for board of trustee approval. The PIE Council also selects and reviews each year's AQIP action projects, to ensure alignment with the strategic plan. Additionally, the PIE Council reviews the College's progress on University System of Ohio (USO) Accountability Measures, and aligns initiatives to address improvement in these measures as part of the strategic plan.

5P3

As indicated in previous categories, Terra uses advisory committees, focus groups, evaluations of courses, programs, and services and a formal academic program assessment process to gain feedback from students and stakeholders.

5P4

Terra's leaders guide the institution in seeking future opportunities and building and sustaining a learning environment in a variety of ways. As a defining component of the College's culture, Terra upholds the commitment to student-centeredness by placing the students' well being and best interests in the center of every decision that is made. This philosophy and practice is shared with each new employee upon joining the College. Campus leaders discuss this approach when challenging decisions are necessary. Through its entrepreneurial style, which is also a part of the College's culture, the College has built a reputation among other educational institutions in the state of Ohio as nimble, collaborative, and responsive to the needs of its service area.

With these two components of the College's culture in mind, the campus's leaders seek out future opportunities through relationship building efforts. The President serves on several local and regional organizing bodies that address service area needs (economic development corporations, chambers of commerce, regional educational groups, etc.). Other members of the College's leadership team also serve in various community roles that provide opportunities to collaborate. Each member of the President's cabinet attends monthly statewide meetings with peers from other two-year colleges in the State.

5P5

Because of the College's culture, decisions are made with the student as the center of importance. Discussions and decisions are made in an open and inclusive manner using Terra's governance structure that includes the Council for Academic and Student Affairs (CASA), the Planning and Institutional Effectiveness Council (PIE), the President's Cabinet, and several other recently formed institutional committees that were detailed in Category Four.

With the restructuring of roles after the departure of two vice presidents in 2008, the President was intent on aligning areas of responsibility at the VP level to address concerns expressed as opportunities in the feedback received from the last AQIP Systems Portfolio. As a result, whenever possible, councils, committees and teams are empowered to make decisions and implement changes at the operational level. When needed, decision making processes are elevated to a more appropriate level in an inclusive manner.

Several policies and operating procedures have been written to address consistency of practices. Councils, committees, and teams are each provided a charter and operational guidelines, along with a reporting structure to clarify expectations and parameters. The president's cabinet conducts regular reviews and updates to these charters and guidelines. A "governance at Terra" form is completed for each newly formed team, committee, or council.

Teams provide input and recommendations on key issues and have been a part of the Terra culture for more than a decade. Recommendations and, in most cases, decisions are made with fact-based, cross-functional input by the governing team to which the decision is assigned. Guidance for making recommendations rests solely with issues of a budgetary impact.

For human resource decisions, departments propose requests based upon operational plans, but final decisions are made at the President's Cabinet level. Financial resource decisions are made at the Dean/Director level, unless the financial decision impacts College budgetary processes, where such decisions are made at the President's Cabinet level. Other operational decisions are carried out through the council/committee/team structure.

5P6

Terra leaders make use of a variety of information and performance results in their decision-making processes. For financial decisions, budget managers review real-time budget reports that show

expenditures, budget allocations, and expense information for assigned areas. Enrollment data, provided daily to key College constituents, drive course scheduling, budgetary preparation and planning, faculty teaching assignments, marketing expansion or contraction, and other enrollment related efforts. The College recently embarked on data collection and analysis related to the entering student experience, and plans to continue to assess and analyze data that will drive decisions related to changes in new student orientation, registration, and the in-take process. Program assessment is done regularly, and data are analyzed to determine changes needed in program effectiveness and learning strategies affecting learning outcomes. Course evaluations from students are used to discuss strategies with faculty members related to course or classroom improvements.

The College diligently strives to be data-driven in decision making. Efforts since the last systems portfolio have focused on administering the CCSSE, the SENSE, and the Campus Quality Survey to produce benchmark data that analyze progress toward strategic initiatives. The College has also been directed by the State of Ohio, through the Ohio Board of Regents (OBR) to report on University System of Ohio Accountability Measures.

5P7

Terra uses many communication processes, both formal and informal in nature. As mentioned previously in this portfolio, Terra uses campus convocations, internal publications, and its council/committee/team structure to communicate downward, upward and across the organization. Various forms of communication are used to create a multi-directional flow between all levels that stimulate valuable input and build relationships. The goal of the College is to encourage open and honest communication that ensures meaningful discussion, mutual respect, and a focus on mission, goals, and initiatives.

The main governing group that focuses on intentional communication efforts is the Administrative Council. Held every three weeks and led by the president, the council is comprised of the president's cabinet, all academic and administrative deans and directors, and representatives from the Terra Faculty Association, and the Support Staff union. Members of the Administrative Council are expected to share information with direct reports, and minutes from the AC meetings are posted electronically for review by the campus community.

Since the last portfolio, the College has moved to having both a fall and spring convocation, increased e-newsletters to monthly production, increased a shorter "News and Notes" document to bi-weekly, and reorganized the former Quality Council to the Planning and Institutional Effectiveness Council, with a revised council charter ([5P2](#)).

5P8

As part of *Vision 2016*, the Vision, Mission and Values will be widely publicized in student and employee publications, in prominent locations on the campus, on the website, and other promotional materials. The leadership team will frequently refer to the vision, mission and values along with the strategic goals and initiatives during council, committee and team meetings, and at staff meetings. Also, all employees will develop individual performance goals and link them back to the initiatives in the strategic plan.

5P9

Leadership abilities are encouraged, developed and strengthened among faculty, staff, and administrators at Terra in a variety of ways. Because councils, committees, and teams are empowered to make decisions and implement changes at the operational level, a culture shift toward individual empowerment in decision making and leadership facilitation has been observed since the

last Systems Portfolio. Leadership changes at the President's Cabinet level have resulted in changed expectations in appropriate individual risk taking on behalf of student learning, student engagement, and student service. Cabinet members have actively sought to minimize blame when issues surface, and focus instead on identifying solutions to the issue rather than the person who failed to identify a solution. "Focus on the problem, not the person" is a common statement used by Cabinet members. Faculty and staff professional development plans are a component of the annual employee evaluation process. In addition, during the fall and spring convocations, individual breakout sessions are offered around topics that enhance leadership and professional development. Ideas are generated from many of the councils, committees, and teams.

As the call for enhanced professional development efforts has surfaced among College employees, the College identified a strategic initiative in the *Vision 2016* plan. A faculty professional development and training coordinator position has been formed; the details of this position were outlined in Category One. In academic year 2009-2010, the student affairs division also began a [Student Affairs Leadership series of programs](#) that are offered to all faculty and staff.

Through the College's budgetary process, the vice presidents and treasurer have realigned funding for professional development that has enhanced the Challenge Grant process at the College, which has resulted in double the number of grants provided over previous years. Funding has also been aligned to provide support for individual leadership and professional development opportunities.

5P10

Terra has been undergoing a transition in its employee base, mainly due to retirement attrition and the addition of new faculty lines as a result of massive enrollment expansion mentioned earlier in the portfolio. In the last three years, well over 75 of the approximately 140 full-time positions have been filled with new employees. Because of this tremendous amount of change, the President's Cabinet began to identify integrated and comprehensive processes to address the following opportunities:

- How to keep the traditional Terra culture of student-centeredness alive
- How to avoid loss of function from retirement attrition
- How to retain its best and brightest talent pool
- How to promote leadership with a student focus

As a result, several initiatives were pursued. Every time a position is vacated, the President's Cabinet assesses the greatest need in the area. Often, this has resulted in creating a position to fill a different role. It has also resulted in three reorganizations of the operating structure of the College. With these reorganizations, the internal talent pool was assessed to determine if leadership positions could be filled from within. As such, key personnel were promoted at the College to assume these roles, which resulted in maintaining and preserving the vision, mission, and values and a commitment to high performance. Other initiatives were pursued as well:

- The College formalized the New Employee Orientation process as outlined in Category Four.
- A New Employee Reception is held every six months at the home of one of the President's Cabinet members, to welcome the employees and expose them to various faculty, staff, and administrative leaders of the College. This informal social gathering is intended to sustain the familial culture that has been part of Terra since its founding.
- A faculty development and training coordinator position has been created to address the needs of new faculty members, both full-time and adjunct. Among other results, a mentoring program between senior and junior faculty has been developed and implemented.

- Succession planning has been a part of formal discussion at the President's Cabinet level, where each area of the College has been reviewed every six months to determine succession planning needs.
- Key areas are working to document practices and procedures prior to expected departures of soon to retire faculty and staff members.
- A reorganization of the human resources function at the College is underway, as part of the *Vision 2016* strategic plan. The reorganization will encompass succession planning, training and development, and labor relations, in addition to traditional HR administrative functions.
- The president has worked with the Board of Trustees to identify key issues to address for succession planning at the presidential level. Board governance policies regarding succession planning have been updated annually and are maintained as part of board member practices.

Results (R)

5R1

As mentioned in [4R2](#), the College participates in the Campus Quality Survey. The results of the previous survey were the conduit for selecting Leading and Communicating as a focus for the AQIP Systems Appraisal workshop that Terra attended in May 2009. Of course, surveys are conducted for individual council/committee/team efforts related to individual initiatives to gather summative feedback. As an example, every new employee orientation session is evaluated by participants to garner feedback for improvement processes.

5R2

The results for leading and communicating processes and systems can be best understood when reviewing data from the Campus Quality Survey as presented in the link in [4R2](#).

In addition, the College conducted a survey of faculty and staff regarding on-campus communications in September 2010. Results are indicated in Figures 5-1, 5-2, 5-3 and 5-4.

Suggestions for improvement were also gathered, and several improvements were made based upon the survey. The College intends to continue conducting future surveys to measure communication as part of the new *Vision 2016* strategic plan.

On-Campus Communications

All graphs shown in percentages

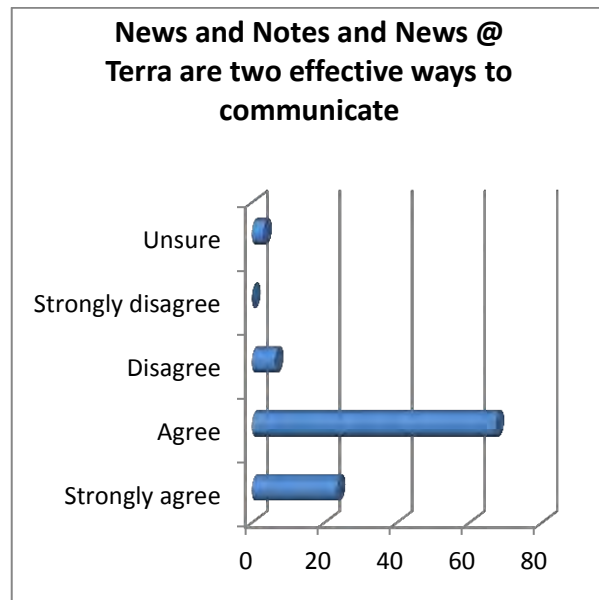
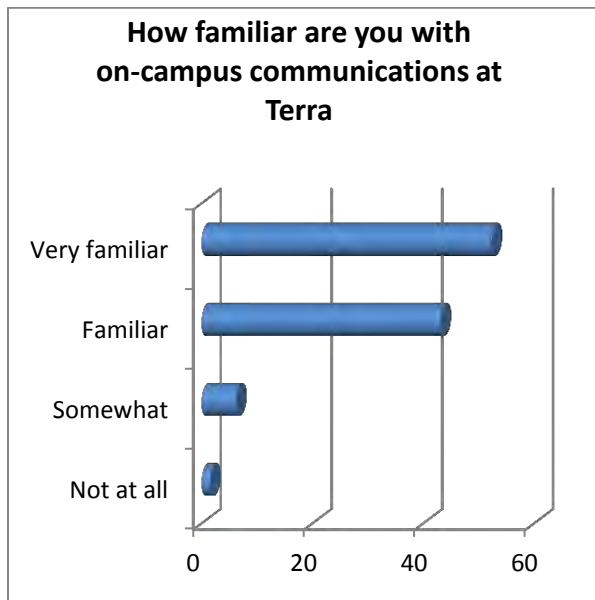


Figure 5-1: Familiarity with On-Campus Communications Figure 5-2: Effective Ways to Communicate

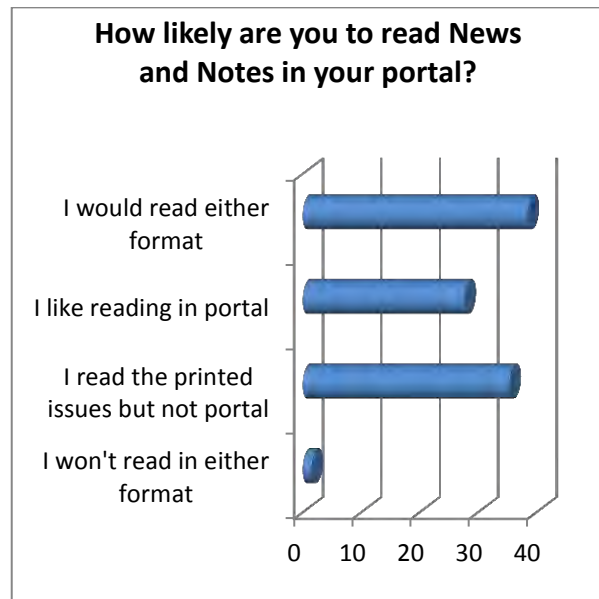
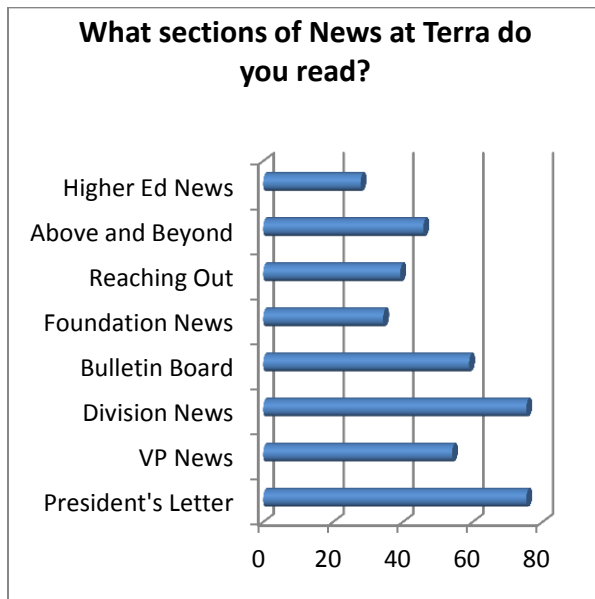


Figure 5-3: News Sections Most Read

Figure 5-4: Likelihood of Reading New and Notes in Portal

5R3

The College continues to assess the performance of its processes for Leading and Communicating through the Campus Quality Survey (4R2). The latest survey results, taken from Spring 2010, were the catalysts for several changes in this category, and the impetus for selecting this area as a focus area in the latest AQIP Strategy Forum. The next survey is scheduled to be administered in the Spring of 2012.

Improvements (I)

511

Several improvements have been made as a direct result of the Spring 2010 AQIP Strategy Forum. The Figure 5-5 highlights these improvements:

| Improvements in Leading and Communicating | |
|--|---|
| Employee Benefits Committee | This committee was formed to assess the status of employee benefits at the College. The committee works with the Vice President for Student and Administrative Affairs to communicate benefits changes, understand the impact of these changes on the employee-base, and provide input regarding future changes. |
| Employee Recognition Committee | This committee meets regularly to highlight the accomplishments of employees at the College. Annual events also include holiday gatherings, Administrative Professionals Day, Employee Recognition and Service Awards Luncheon, Circle of Excellence Awards, Retirement Celebrations, the summer gathering event (Toledo Mudhens baseball outing) and the winter gathering event (Toledo Walleyes hockey outing). |
| Labor Management Committee | This committee works on fostering strong communication with the support staff union to resolve potential issues that may surface by proactive measures. The committee meets every other month. |
| Faculty Administration Committee | This committee works on fostering strong communication with the faculty union to resolve potential issues that may surface by proactive measures. The committee meets quarterly. |
| Academic Technology Committee | This committee works to collectively identify technological advances that should be introduced into the learning environment, through a collaborative group of faculty, staff and administrators. |
| Regularly Scheduled Dept/ Division meetings | Deans and directors of each division and department now hold regularly scheduled meetings to insure that communication among areas of the College is occurring in this format. |
| Adjunct Communication | An Adjunct Welcome is held at the beginning of each academic year and college-wide updates are shared with our adjunct instructors. |
| New Employee Orientations | Two types of orientations are now provided, as mentioned in 5P10 . |
| New Employee Receptions | New Employees are invited to a reception, as described in 5P10 . |
| Faculty Forums | Faculty Forums are now held to gather faculty discussion on issues important to the faculty base of the College. |
| New Website | The College has implemented a new website, directed and improving communication and information with students and stakeholders. This lengthy project has been much needed and continues to allow the College to advance improvements in communication via the web in a more rapid manner. |

Figure 5-5: Improvements in Leading and Communicating

512

The culture and infrastructure of the College continues to evolve. Leading and communicating processes now in place are systematic. Collection of data through specific surveys has become institutionalized (CCSSE, SENSE and CQS).

The President's Cabinet has also become aware of the feedback loops that now have been closed due to the cultural shift away from blame and toward solutions. Members of College leadership use phrases like, "I would like to advocate for my staff and share that [such and such] is the perspective regarding how [item] was communicated." Continuous improvement is sought by various levels in the organization, and efforts to improve are seen in the results of work done by the team/committee/council structure at the College. While many members of the College realize that much change has occurred, change needs to continue to enhance communication efforts and leadership opportunities at the College.

CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Processes (P)

6P1

The College uses a variety of tools to identify student support service needs as referenced in Category Three. The data is critical for support services to determine process improvements and/or program enhancements. These survey instruments provide comparative data allowing College personnel to see how the students' perceptions change over time. They also provide benchmarking data with two-year colleges. Any needs or improvements that continue to appear in the various surveys are addressed at the department level and brought to the attention of the Cabinet, Administrative Council, Council for Academic and Student Affairs, and Planning and Institutional Effectiveness Council. These councils, committees, and implementation teams drive the decision-making efforts for the College.

| STUDENT SUPPORT SERVICES | | | | |
|---------------------------------|--|--|---|---|
| Key Process | Components of Process | Process Management | Process Measures | Use of Results |
| Financial Aid | Federal grants & loans, endowment scholarships, college scholarships and programs | Federal applications and verifications, award selection and amounts of scholarships, review semester disbursements, verification of student status eligibility | Number of awards, grant and loan amounts, student satisfaction, number of holds | Information reviewed by Director of Financial Aid and Dean of Students |
| Admission and Enrollment | Admission applications, pre-assessment, successive enrollment | Student satisfaction surveys, transfers | Course completion, retention rates, student satisfaction, transfer completion, application report, yield report | Information collected by Director of Admissions and Enrollment Services and shared with Dean of Students, enrollment information shared with Councils |
| Recruitment | High School contacts, program recruitment activities | Feedback from counselors, scheduled high school visits, tracking students, conversion rates from inquiries | Enrollment trends of area high school students, admission updates | Information collected by Director of Admissions and Enrollment Services and shared with Dean of Students, enrollment information shared with Councils |
| Advising and Tutoring | Advisor assignments, verification of course prerequisites, tutors and online tutoring services | Student satisfaction surveys, monitoring of academic progress, transfer institutions | Goal attainment, usage of tutors, academic records of courses | Director of Academic Services collects information and shares with Academic Affairs and Dean of Students |

| STUDENT SUPPORT SERVICES | | | | |
|---------------------------|---|--|--|--|
| Key Process | Components of Process | Process Management | Process Measures | Use of Results |
| Student Activities | student participation, campus events, student groups | Student involvement and feedback, budget allocations | Student satisfaction | Information gathered by Coordinator of Student Activities and shared with Dean of Students |
| Bookstore | Maintain books & supplies, order books from faculty requests, financial aid availability | Textbook request forms, course enrollments | Student satisfaction, annual audit, financial reports, books ordered on time | Reviewed by Director of Marketing and Auxiliary Services and Student and Admin Services |
| Library Services | Student access to reference literature, orientation on library use, request for Ohio Link materials | Feedback from students and faculty | Student satisfaction | Timely response of requests reviewed by Librarian |

Figure 6-1: Student Support Services

Terra also gathers qualitative or anecdotal information about the needs of students from external stakeholders that cannot be completely documented or illustrated in numbers. Strong working relationships exist with superintendents, career counselors and teachers that advise focus areas and assistance that is necessary for the high school students that we serve. Information is gathered from local governments, township trustees and state representatives on an annual basis to ensure that sufficient support services continue along with our progress as an institution. Terra's board of Trustees continues to monitor the College's success and support services throughout the community and provide this feedback to the College.

6P2

The College's administrative support services are essential to operating and maintaining the campus and the facilities, maintaining a safe and secure environment, providing financial accountability, accurate record keeping, and sound hiring practices to accomplish the College's mission. Various tools and structure methods are utilized to identify the administrative support needs. These range from direct communication with service providers, working groups, divisional meetings, formal committee meetings and open forums such as the President's convocation.

The College depends upon key stakeholder feedback on administrative support services in determining and understanding the needs of faculty, staff and administrators. Feedback is provided on the quality of the services and informs the College of unmet needs. The following charts provide an illustration of feedback that the College gathers from a wide range of committees and departmental structures:

Feedback from College Committees

| | |
|---|-----------------------|
| Council for Academic and Student Affairs | Faculty, Staff, Admin |
| Planning and Institutional Effectiveness Council | Faculty, Staff, Admin |
| Campus Safety and Security Team | Staff, Admin |
| Computer Users Team | Faculty, Staff, Admin |
| Administration Council | Staff, Admin |
| Dean Council | Staff, Admin |
| Faculty/Staff Benefits Committee | Faculty, Staff, Admin |

Figure 6-2: Feedback from College Committees

Feedback from College Departments

| | |
|---|--|
| Academic Service Center | Faculty, Staff |
| Library Services | Faculty |
| Campus Directors | Faculty, Staff, Admin |
| Financial Services- Audit | Admin, Board |
| Employee Performance Evaluations | Faculty, Staff, Admin |
| Divisional Meetings | Faculty, Staff, Admin |
| Campus Convocation | Faculty, Staff, Admin |
| Strategic Initiatives | Faculty, Staff, Admin, Board, Community |
| Advisory Councils | Faculty, Staff, Community |

Figure 6-3: Feedback from College Departments

The College utilizes the Campus Quality Survey to measure support services for faculty, staff and administrators. This survey instrument has been used every other year for the past eight years to track Terra's quality of services, using the data from 2002 as a baseline. The ranking ranges from 1 to 5, with 1 being the lowest for poor and inadequate service, to 5 being the highest for excellent. This ranking information is divided into categories by employee classification; Faculty/Instructor, classified staff, department chair and administrative/professional. This data is reviewed by PIE, and strategies to enhance support services are then built into the campus strategic plan, AQIP action plans, or recommended to standing committees and/or department leaders for action and resolution.

| ADMINISTRATIVE SUPPORT SERVICES | | | | |
|------------------------------------|--|---|---|--|
| Key Process | Components of Process | Process Management | Process Measures | Use of Results |
| Marketing | Radio, newspaper, television advertising, publication of schedules & catalogs, program flyers, press releases | Publication deadlines, web redesign, communications | Student and Community satisfaction | Marketing department reviews results and plan new strategies |
| Grants and Foundation Scholarships | Fund Raising for Scholarships & Application for Grants | Contact lists, Communication with prospective donors, determination of scholarship requirements | Annual funds raised, number of scholarships awarded, available funds to award | Foundation Director reviews information with President |
| Information Technologies | Computer Lab support, assistance to students and employees, telephone requests, ordering computer equipment and software | Electronic work requests, technology rotation plan, purchasing requisitions, software contracts | Feedback from students and employees | Director of Information Technology reviews equipment and staff support requests with Vice President for Academic Affairs |
| Budget Development | Strategic plan initiatives, tuition and fees, projected FTE, yearly priorities | Department reviews, three year comparison, community feedback | Tuition & fees increase, state funding, success funding, previous year net income, annual audit | Analysis by Treasurer, finance committee review & board approval, cabinet setting priorities |
| Accounting | Record keeping, tracking expenditures, grant recording | Federal & State guidelines, management of budget, legal issues, compliance | Monthly reports, income statements, comparative data, annual audit | Analysis by Treasurer, finance committee review & board approval, Board of Regents |
| Purchasing | Vendor approval, funds available, comparative price quotes, request for proposals, remodeling projects | Purchase requisitions, purchase orders, electronic approvals, PO tracking, delivery deadlines | Timely payments to vendors, department approval for payment, closure of PO, year end budget carryover | Reviewed by Business office quarterly, Department review and feedback |
| Facilities Management | Facility requests, classroom setups, preventative maintenance, daily work orders | Work order requests, prioritizing projects, funding availability, software management, tracking energy usages | Facilities usage, customer feedback, number of jobs completed | Facility director supervises project list and completion, information shared with Treasurer |
| Safety and Emergency Response | Prepare federal reports, posting of emergency phone, publication of emergency procedures, posting of evacuation plans | Training sessions, evacuation drills, testing equipment | Comparative federal reports, timing and time completion of evacuation drills | Information reviewed by Campus Safety Coordinator and Vice President for Student and Administrative Affairs |

Figure 6-4: Administrative Support Services

6P3

The College strives to maintain a safe and secure environment, with collective efforts of campus employees and outside agencies. The College has excellent working relationships with state and local police, local fire departments, and emergency management agencies. The Campus security personnel are highly visible and accessible, and have established good rapport with students and employees on the campus. For campus security, emergency phone numbers are posted throughout the campus with contact information for both campus security and 911 calls. The campus has accessible phone systems in every hallway.

During the summer of 2008, the College initiated a comprehensive campus safety plan that was coordinated by the Vice President for Student and Administrative Affairs. The College's comprehensive plan consisted of five cores:

- Emergency Response
- Disaster Recovery
- Business Continuity
- Behavioral Intervention Team
- Employee Safety & Hygiene

College Action Teams key employees were identified for each core and responsibilities were assigned. These teams developed the plan, contents, and timelines, and documented the processes for each core. Plans were completed June 2010.

6P4

The key student and administrative support service processes are managed on a day-to-day basis by managers and supervisors to ensure that they meet the needs of students and stakeholders through methods that enhance academic programs, help students learn, improve operating efficiencies, and increase student satisfaction.

The support services have well defined processes that identify key process management methods and how the processes are being measured for efficient management of the support services area. These are illustrated in Figures 6-2 and 6-3.

Specific examples include:

- A major responsibility of the Dean of Students is to conduct a quality check of processes to ensure students are being tracked through the enrollment process.
- The Director of the Academic Service Center checks on internal processes and steps to make sure that student's needs are being met as related to advising, tutoring, and online tutoring resource services (www.smarthinking.com).
- The online tracking of information technology help desk requests for technology issues of students and employees is monitored the by Director of Information Technologies.

6P5

The College encourages knowledge sharing, innovation and empowerment through its extensive council structures, communication networks, publications, semi-annual convocations, campus wide meetings, and meeting minutes posted on the campus intranet web site. Students and external

stakeholders provide input through social media connections, walk-in visits, surveys, telephone calls and email communications.

The convocations have several breakout sessions in the afternoon where faculty and staff share their knowledge and expertise with their colleagues. These sessions are comprehensive and consist of innovative concepts.

Results (R)

6R1

Terra regularly collects and analyzes measures of student and administrative support services. These are detailed in Figures 6-1 and 6-4. Each department is responsible for tracking and reporting the information to their department supervisor. All support services results are viewed by the Dean of Students and Vice President for Administration and Student Affairs. Administrative support services results are viewed by the appropriate Vice President for the department/division.

6R2

Overall performance of student support services had been declining from 2002 through 2008. The specific areas of concentration were on Admissions & Registration, Career Information & Planning, Counseling & Advising Services, Financial Aid and Student Activities. In 2002, the College's total ranking for these areas was at a high of 16.668, or a 3.334 average. Six years later, in 2008, the rankings dropped to an overall low of 15.396 or a 3.079 average, a 5% drop in overall satisfaction rankings. In 2008, Terra determined that the College needed to enhance support services and create a higher satisfaction rate. A new Vice President for Student and Administrative Affairs position was created.

Under new leadership, the Student Affairs Division was reorganized and new directors hired for the departments of Admissions & Registration, Counseling & Advising Services, Financial Aid, and Student Activities. Within a year, these changes significantly enhanced Terra's overall ranking in the Campus Quality Survey to an all time high of 16.925, or a 3.385 average.

6R3

Administrative support processes focus mainly on the financial status of the institution. Recent enrollment growth and the financial strength of the institution demonstrate the successful results of the support services since the last portfolio. The campus growth has provided stabilization in the support services area. The following information highlights the strength of the College.

Enrollment

Terra enrollment is a key measure of the College's success in strengthening and maintaining administrative support services. As mentioned in [4R3](#), Terra's enrollment has had a significant increase over the past three years. The College was ranked nationally as one of the fastest growing institutions over a three-year period. The additional increase in revenue has provided financial resources to strengthen the institutional administrative support systems.

Tuition and Fee Revenue

Terra's tuition and fees have seen a significant increase over the past four years. The total tuition and fee revenue for credit programs has risen by 39.6 % or 3.7 million increase from FY 2006 thru 2010. Revenue for credit programs in FY 2006 was \$5.7 million compared to \$9.4 million in FY 2010. This is a result of modest increases in tuition rates along with significant enrollment growth.

Fund Balances

The College's fund balance has continued to rise from FY 2006 of \$6.2 million to all time high of \$9.2 million in FY 2010. This \$3.0 million increase was in preparation of total rehabilitation of Building D for academic programs for Music, Arts, Nursing and Allied Health. The College is investing over \$2.0 million in this capital addition. Approximately \$1.0 million of the fund balance was from the State of Ohio capital funding.

Terra's Senate Bill 6 ratio for fund balances (primary reserves) is scored at 4.0 with the state wide average for community colleges of 3.7 ranking. It is vital that the College maintain a standard on fund balances to avoid a fiscal watch from the Ohio Board of Regents. Terra has been successful in creating a sound and healthy financial base for the operations of the institution.

6R4

Key support areas review and analyze reports and use the data in decision making as illustrated in Figures 6.1 and 6.4. Often these reports are shared with the Board of Trustees as monitoring reports to provide updates on progress. Enrollment information is a key indicator reviewed by semester. Detailed information on student headcount, full time equivalent enrollment, enrollment by academic division, and delivery method is provided.

In the Campus Quality Survey, the College experienced a slight decline in the support service area of computer information from 2004 through 2010. In reviewing the electronic work requests, the College was experiencing a significant back log in completing system program development work requests. The College had over 50 major projects that were not being completed because the staff was only able to maintain current applications and processes. As result of this review, the College hired a programmer/analyst to assist with analyzing, designing and programming computer application programs. This improvement is outlined in detail in Category Seven.

Also, the College noticed a significant increase in electronic information requests from students as a result of its significant enrollment growth and expansion. Additional full-time help desk support personnel were hired.

In February 2010, the College hired a new web designer to work with a consulting firm to improve branding, enhance student information, and create and launch a new website.

The College's advising and tutoring services were becoming an issue with increased enrollments. The Campus Quality Survey also indicated this same concern with increase in enrollments additional resources for student advising and counseling needed to be addressed. In August 2009, under the direction of Vice President for Academic Affairs, the Academic Service Center was developed to provide a location and staffing for students' advising and tutoring needs. The College hired a director, assistant director and four new part time advisors. The first fall semester they had 995 student visits, and this increased to 1,220 students in fall 2010 (a 22.6% increase).

The Vice President for Academic Affairs also incorporated student academic advising as part of faculty responsibility. The Campus reviewed and updated all course prerequisites to ensure that students registering online would be enrolled in the appropriate course.

| Advising National Average | |
|---|--|
| 375 students per advisor for two-year public institutions | 285 students per advisor for four-year public institutions |

Figure 6-5: Advising National Average

For fall of 2011, Terra's advising ratio is 536 students per adviser. Overall the Campus advising will be close to the two-year public institutions average with incorporation of faculty assistance.

The campus quality survey demonstrated a significant ranking improvement, from 2008 of 2.676 to 2010 of 3.206, in Terra's counseling & advising services ranking.

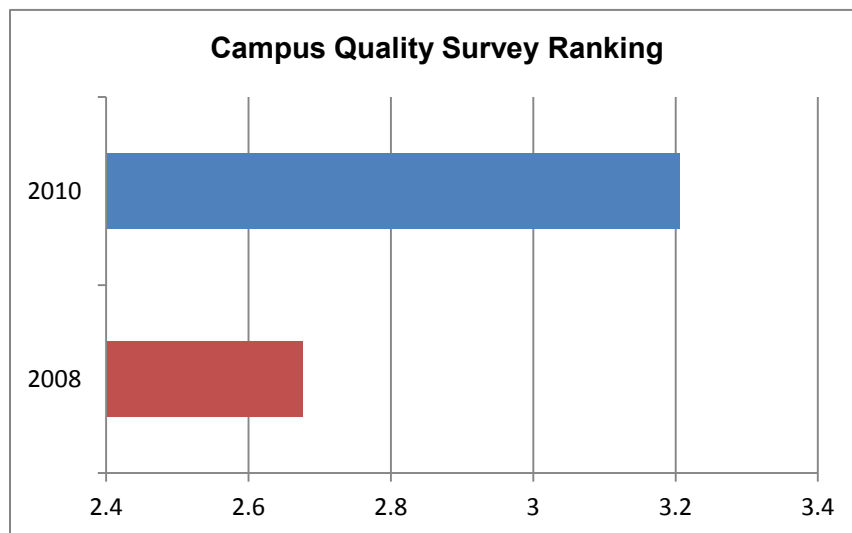


Figure 6-6: Campus Quality Survey Ranking Improvement

6R5

As referenced in Category Three, the College benchmarks its performance against peer institutions, state-wide and national two-year colleges using CCSSE and SENSE.

The Ohio Board of Regents Higher Education Information System (HEI) also tracks and provides comparison data on the following:

- Enrollment information
- Student matriculation rates
- Student transfers between institutions
- Student success
- Financial statements
- Financial ratios on key performance indicators
- Tuition and fee rates

Comparative data with other colleges in HEI regarding primary reserves is provided in [6R3](#).

The College does closely monitor campus crime incident reports with other higher education institutions nationwide for comparative purposes. However, the College reviews national trends by institutional types, community college compared to residential campus etc., to ensure a safe campus and to promote awareness of changes that occur nationally.

Terra has maintained a competitive financial ratio as compared to other colleges within the Ohio system. Given the challenging financial climate, this is an extremely positive indicator for the College.

FY 2010 Financial Ration Analysis Primary Reserve

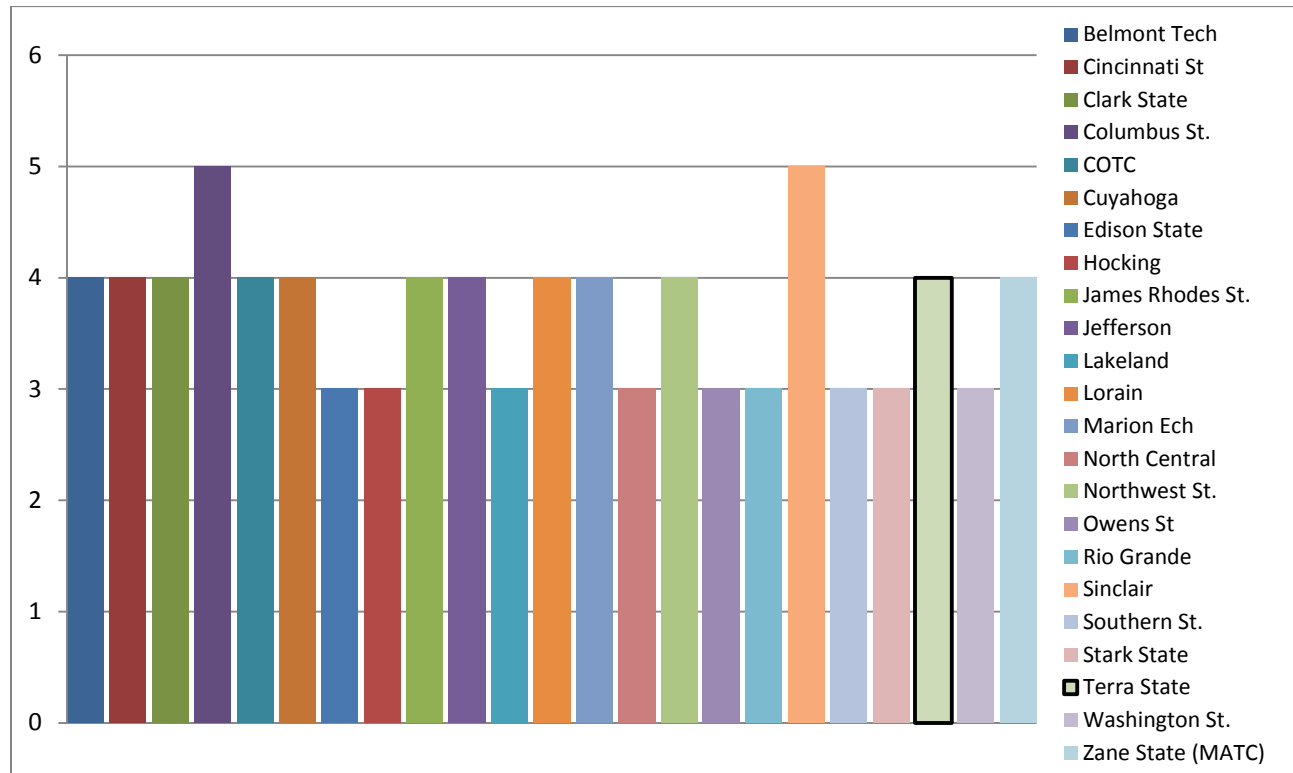


Figure 6-7: FY2010 Financial Ration Analysis

Improvements (I)

611

Terra improves its processes for supporting institutional operations through an integrated strategic planning and continuous improvement model implemented by the College’s Councils: Administrative Council, Council for Academic and Student Affairs, Deans Council, and Planning and Institutional Effectiveness Council. Examples of recent improvements for supporting operations and services include:

- Reorganizing Student Affairs services, streamlining operations & enhancing communication
- Redesigning the College’s marketing web page
- Developing the Academic Service Center
- Developing the Transfer Center
- Securing Title III funding for distance education courses and support services

- Building interactive media classrooms, and assistive technology software for students
- Installing safety panic button in key areas on campus
- Installing Informa Cast, an alert system via internal phone, text and audio broadcast in every hallway and classroom
- Implementing E2 Campus Terra Alert for communications by emails, cell phones, wireless PDA, and home phone numbers
- Sharing information about campus safety at student orientation and campus events
- Identifying for each building on campus, building coordinators who
 - Assist with emergency situations
 - Move students and employees to safe zone areas
 - Report to police and fire accurate information on the status of the incident
- Distributing emergency procedures flip charts to all employees
- Implementing campus-wide training and drills exercises
 - Evacuation drill
 - Bomb awareness training
 - Fire extinguisher training
 - Shots fired-armed intruder
 - Workplace violence
 - Drugs in workplace
 - Facility inspection
 - Evacu-trac training
- Adding 911 Channel to security radios for direct communication with Sandusky County Dispatchers
- Posting eyewash station policy and procedures
- Posting pandemic flu procedures

612

Terra solicits, reviews and utilizes feedback from students, as well as internal and external stakeholders, to select processes for improvement in supporting organizational services. Surveys administered on a regular basis such as SENSE, CCSSE and the QCS provide rich data to guide these efforts. The recent Listening and Learning sessions coordinated as part of the strategic planning process were extremely inclusive, and initiatives were developed as a result. Execution of these initiatives will close the loop in improving performance in supporting organizational operations at Terra and will be reported in future portfolios.

CATEGORY 7: MEASURING EFFECTIVENESS

Processes (P)

7P1

The College's councils, teams and committees select, manage and distribute the data and performance information necessary to manage and support instructional and non-instructional programs and services. Data and information are selected by analyzing the questions which need to be answered in terms of performance, efficiency, quality, etc. versus available and reliable data. The major council which oversees much of this data is the Council of Academic and Student Affairs (CASA). Other groups which regularly assess data of this nature are the Curriculum Committee, the Student Academic Assessment Team, and the Planning and Institutional Effectiveness Council (PIE).

Data and information may be reported on an annual or semi-annual basis; single use data reports are also available to teams, councils, and others. In turn, the groups distribute the final data and information analysis to the College community through various communication means including the email distribution of meeting minutes, presentations at college-wide meetings, and Board of Trustees meeting minutes. Presentations are given to external customers of the College, and are represented in newspaper articles and reports.

A majority of the data and information is gathered, analyzed, and disseminated to the councils, teams, and committees by the Department of Institutional Research (IR). IR may collect data and information through surveys given to internal and external customers; through the Ohio Board of Regents, especially the Higher Education Information System (HEI); through the Federal Integrated Postsecondary Education Data System (IPEDS); or through queries using the College's student database system, CAMS. Other sources of data may come through the Information Technology (IT) Department, the Fiscal Operations Department, and specific reports in the CAMS system, as well as other external reports.

7P2

The College receives and/or gathers much information and data on a daily basis. In order to effectively manage and use this information and data, the College first determines what measures are needed to analyze and report outcomes concerning its planning and improvement efforts.

Terra's Strategic Plan, the University System of Ohio (USO) Institutional Accountability Report, the student Success Agenda, and the College's fiscal operations' documents are the college-wide planning, improvement, and effectiveness documents. The measures encompass the overall research agenda for the College. The Planning and Institutional Effectiveness Council (PIE) oversees the selection, analysis, and use of the measures for the strategic plan and accountability reports; within the strategic plan are the College's AQIP action projects. Fiscal information is determined by the Treasurer and the Finance Committee of the Board of Trustees. Factors involved in determining measures include (1) availability of data and/or information, (2) reliability and accuracy of the data, (3) comparative data that may be used, (4) fiscal impact, and (5) potential benchmarks.

Terra's Board of Trustees receive semi-annual reports on the goals within the College's Strategic Plan; fiscal documents are shared at every Board meeting, while monitoring reports are shared annually on a rotating monthly basis. In addition to the Board meetings and reports, data is disseminated to the teams and councils responsible for the action items. The data is then used within their reports to measure accomplishments or determine what is yet needed to be achieved.

7P3

Each division or work group may collect and store unit specific data related to their goals or projects, as well as other data and information necessary for the operation of the departments. Much data is accessible to departments through the College database systems. Departments meet with IT and/or IR to determine what data is available and/or can be gathered or calculated to meet their needs. Although the database systems have canned reports, including build your own reports (BYOR), IT continues to build new reports so that the users (from the departments or units) can access the data when and in the format needed. The majority of the data is collected by and stored in the following departments: IT, IR, Records, Financial Aid, Human Resources (HR), Admissions, Fiscal Operations, and the administrative offices. Most of the student data is within the student database system, CAMS, while the HR and financial data is housed in another database system, Great Plains. Data from CAMS may be sent to the Great Plains system. As well, data and information used in teaching classes is held in the ANGEL course management system, which regularly communicates back and forth with CAMS.

Other data and information are organized into various reports and made available to faculty and staff via email public folders, shared college computer drives, college-wide meetings, and presentations to the Board. Individuals, who require data for decision-making, report preparation, or participation on a team, may request the necessary information by accessing it themselves, or by requesting it from IT, IR or any other department, depending on the information needed and the amount of analysis that is necessary. Much of the information and data needed, however, is within the previously mentioned database systems, which staff can access at their computer workstations after training and permissions have been granted.

7P4

The College analyzes data and information on overall performance through the [semi-annual performance review documents](#) given to the Board of Trustees. These documents focus on the College's Strategic Plan and goals. Action items under each goal are described in terms of percent completion and effectiveness, and are generated by their various responsible parties within the college community. These analyses are shared through college-wide meetings including the semester convocations, through members of the Administrative Council to employees, and through college newsletters and other forms of electronic media.

7P5

The College's Strategic Plan, its goals, and action items are used to determine and prioritize what is needed in terms of comparative data and information. Other measures within the College's research agenda are also used for this purpose. Although the college uses comparative data to benchmark and make improvement within its systems and processes, Terra realizes its fiscal obligations and thus studies what information and data is available prior to any purchasing of data, such as national surveys. Other factors in the selection process include the reliability and usefulness of the comparative data and information.

The college is part of a state-wide higher education system which produces useful data, information, and reports. The HEI staff and the IR directors across the state meet monthly to discuss data, changes, reporting, and ideas for future data reports for the colleges. Many of the measures within the college research agenda are gathered through this system. When comparing colleges within the state-wide system, Terra compares itself to similar institutions for size, mission and locale (rural). However, the college will also review the results of those institutions with higher performance, and contact those colleges for best practices and aspirational goals.

Other common measures of comparative data come from the college participating in national surveys. Again, only surveys where the college can use the data as measures with the strategic plan and/or research agenda will be used.

Finally, Terra will also compare itself to other institutions outside of the higher education community, where appropriate. For example, in Terra's Human Resources department, the CompEase salary administration software is used to establish competitive pay rates that are aligned with the local/regional job market and equitable within the organization. Any sources of information and data used from outside the higher education community are selected due to their reliability of data and their usefulness as comparison.

7P6

Within the divisions, senior leadership meets with their division personnel to determine effective measures for their particular work processes. Each of these measures is aligned with the strategic goals of the College's Strategic Plan. For example, one of the current action items from the Career Services Department deals with expanding work experience opportunities for students. This is directly linked to the college goal concerning workforce development and its data is used as a measure for this goal. Another example is the annual results from the faculty concerning the Student Academic Achievement Assessment (SAAA) and their goals for the future in relation to this data. The assessment instruments are designed by faculty and approved through the SAAA team. These are linked to the Student Success goal of the strategic plan, and are overseen by the Academic Vice President to ensure this linkage. In addition, through the many teams, committees, and councils, staff and faculty are made aware of the importance of aligning their work to the strategic plan. The analysis is shared through the semi-annual reporting of the strategic plan, goals, and action items.

7P7

Terra's three major database systems, as well as its minor systems and other processes, are regularly updated. As a precaution, prior to upgrades being introduced to the systems, these upgrades will be tested by the IT Department within a testing environment, so that any faults will not be introduced into the active working system. As well, information concerning the upgrades is shared with the users. For example, members of the CAMS Team (representative staff from all areas of the college who use CAMS) review changes during their biweekly meetings prior to the upgrade or changes being introduced.

Personnel within the IT Department regularly attend conferences and workshops in order to understand issues and problems within the various systems and processes. For example, the IT Assistant Director goes to the annual CAMS Conference to understand new features, to benchmark with other colleges and their processes, and to better understand any precautions that may be necessary. He then brings that information back to the campus users and shares it through the CAMS team meetings.

In addition to training employees and students who use any of the database or course management systems, the college promotes the usage of a strong password system. System access is controlled and managed through Active Directory and the password requirements consist of password complexity, password expiration, failed attempt lockouts, and prohibiting the reuse of passwords. The college's firewall system is designed to keep the college information away from intruders and safe. College personnel are only granted access to information in the systems based on need supported by documented supervisor approval.

Finally, employees who are able to access confidential information receive FERPA training. The first time they receive this training is during the orientation sessions. Other trainings are held periodically, as well as sharing documentation concerning rights and privacy.

Results (R)

7R1

In terms of Terra's information systems, several measures of the performance and efficiency of the information system are regularly assessed by IT including the following: system uptime, student or employee utilization of the portals, HelpDesk requests from students or employees, events such as containment of viruses, and the progress/analysis of the new website. Also, the College has reviewed results of employee satisfaction with computer services through the Campus Quality Survey (CQS) biannually since 2000.

In addition, the Technology Team collects and analyzes data as part of the scope of their responsibilities, including all telecommunications, computer labs, computer accessibility for employees and students, and classroom technology. Many variations of the "smart" classrooms have been added to the campus, due to feedback from faculty and students.

The Human Resources Department at Terra uses the CompEase salary administration software. Each position, not person, is scored on the basis of 10 compensable factors: Experience, Education, Scope of Skill Application (Managerial Responsibility), Interpersonal Skills, Independent Judgment (Discretion and Judgment), Mental Process (Problem Solving), Organizational Authority (Impact of Decisions), Organizational Restraint (Supervision Received), Physical Demands and Working Environment. An outside consultant establishes the salary ranges used within the software. Establishing salary ranges is a process of collecting reliable salary data from numerous sources for benchmark jobs, weighting it and adjusting it to the local labor market. The resulting salary ranges are a reflection of industry and local/regional labor market pay practices and Terra's evaluation of the jobs within the institution. Terra regularly collects and analyzes this information for new positions, positions with changed responsibilities and to monitor the local market.

In terms of the website, the College participated in the Center for Transforming Student Services (CENTSS) survey, which analyzes the effectiveness of college websites in the following areas:

CENTSS SURVEY AREAS

| AREAS | RETENTION SERVICES | STUDENT ACCOUNTS | ETHICAL & LEGAL SERVICES |
|----------------------------------|------------------------|--|-----------------------------|
| ACADEMIC ADVISING | TECHNICAL SUPPORT | STUDENT RECORDS | FINANCIAL PLANNING |
| ACADEMIC COUNSELING | TUTORING | COMMUNICATIONS OF FACULTY TO STAFF | ORIENTATION |
| ASSESSMENT & TESTING | ADMISSIONS | COMMUNICATIONS OF FACULTY TO STUDENTS | PERSONAL COUNSELING |
| BOOKSTORE | COURSE/PROGRAM CATALOG | COMMUNICATIONS OF STAFF TO FACULTY | PLACEMENT SERVICES |
| DEVELOPMENTAL EDUCATION SERVICES | FINANCIAL AID | COMMUNICATIONS OF STUDENT TO STUDENT | WELLNESS SERVICES |
| DISABILITY SERVICES | REGISTRATION | COMMUNICATIONS OF INSTITUTION TO STUDENT | STUDENT ACTIVITIES |
| LIBRARY | SCHEDULE OF CLASSES | CAREER SERVICES | STUDENT POPULATION SEGMENTS |

Figure 7-1: CENTSS Survey Areas

The College has baseline data, and will compare it to results from the new website and services, including portals, after full implementation.

7R2

In 2010, the result of the service question for satisfaction with “computer information systems and services” was 3.295 out of 5.0. However, the result in 2008 was 3.475, and was 3.600 in 2006, showing a downward trend. The College has changed and/or upgraded its processes in terms of technology, as indicated in [7R1](#), and should show improvement with the Spring 2012 survey.

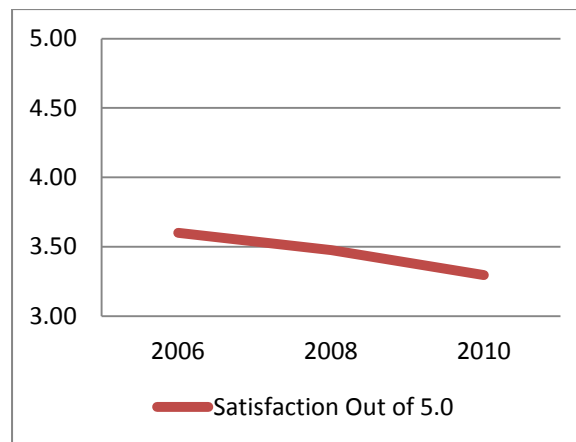
Computer Information Systems & Services Satisfaction

Figure 7-2: Computer Information Systems & Services Satisfaction

Semiannually, the College submits its report concerning the action items under each goal to the Board of Trustees, as part of the performance evaluation for the President of the College. This is done to ensure that the mission, goals, and strategic plan of the College are reviewed by the community that supports it, as the Board members are representatives of the College’s service district. The Board analyzes the information from this report and gives feedback to the President. The President then shares this information with the Cabinet, who informs the various teams, committees, and councils, so that the information may be shared by all responsible parties of the College.

7R3

The College’s use of the CQS, which is a biannual event, allows for comparison to other higher education organizations. For the category of “Measurement and Analysis”, Terra employees returned an average response of 3.066 (out of 5.0). Other two-year colleges taking the same survey reported at average response of 3.354. The College and its employees understand the need for data-driven decisions (as shown below), and this fiscal year will be one of redesigning the processes within the IR Department in order to better serve the needs of the College and the College community.

Survey Items – CQS

| Survey Items - CQS | How It Should Be | How It Is 2010 | National Norms |
|---|------------------|----------------|----------------|
| This institution uses state and national data to compare its performance with that of other institutions. | 4.104 | 3.627 | 3.46 |
| This institution continually evaluates and upgrades its processes for collecting data. | 4.164 | 3.269 | 3.368 |
| This institution analyzes all relevant data before making decisions. | 4.275 | 2.768 | 2.99 |
| Employees are involved in the development and improvement of performance measures. | 4.294 | 2.985 | 3.262 |
| This institution has "user-friendly" computer systems to assist employees and students. | 4.507 | 3.041 | 3.442 |
| This institution regularly conducts surveys to evaluate the quality of its programs and services. | 4.233 | 3.548 | 3.54 |

Figure 7-3: Survey Items – CQS

Improvements (I)

711

In response to the data collected in the climate survey noted in [7R2](#), the College decided to assess the Computer Services Department to see if improvements were needed to be put at the forefront and to see if the data reflected the actual condition. As a result, during the following fiscal year, changes were made within the department, including the addition of several personnel, new services, and preparation for a new website, to help improve satisfaction for staff and students. The College will determine how the employees recognize the changes with the data collection in Spring 2012.

Using the CQS and other surveys ensures that college processes are measured on a routine basis, and performance results are benchmarked with other institutions. This allows the College to focus on specific areas and processes to plan and implement needed improvements; after implementation, the College will then analyze results to determine next steps. This has led the College to improve many of its processes over the years through its systematic and comprehensive review process. Next on the list of areas to analyze for improvement is the Institutional Research Department (IR). While the College has grown, IR has not. This initiative will determine what changes are needed to best help the College in terms of measuring effectiveness.

This past year the College received grant money for a developmental education learning community from the state. Among the purchases were a new classroom designed in a pod arrangement with four computer workstations per pod and a new learning technology lab for students with disabilities, which was separate from but attached to the classroom. Staff is currently reviewing this area to

determine the effectiveness of the learning environment, and if this arrangement should be incorporated in future classrooms.

712

The College's quality culture and infrastructure are explained to new employees during their orientation program at the College. As a result, this training helps prepare the employees to serve on teams, committee, and councils. When the College was creating new mission, vision, value statements, and goals during FY2010-2011, employees were instrumental in assisting in these tasks. As well, employees assisted in gathering information from the general community, the College community, and from environmental scanning in preparation for the new strategic plan. After gathering all the information, employees within the PIE Council worked on the new strategic plan, including the action items related to each goal. Currently, as part of the process, the action items will be prioritized by the PIE Council, prior to submission of the strategic plan to the Board of Trustees.

CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Processes (P)

8P1

Based on the input from Terra's last Systems Appraisal, the College targeted the following improvements as priorities in its planning process: (1) Adopt an approach that is less top down and one that closes the loop; (2) clarify how and who organizes the various components of the plan, and (3) determine a means to document the College's progress on its initiatives.

The process for developing the College's strategic plan, *Vision 2016*, was organized in three phases: Building the Vision, Sharing the Vision and Implementing the Vision.

BUILDING THE VISION

The "Building the Vision" stage was designed as an 18 month process: the first six months were dedicated to research and concept development; the next seven months to gathering internal and external input from the various communities the College serves; and the final five months to crafting the various components of the plan. The goal of the planning team was to kick off the process with the Fall Convocation 2010 and then to share the results with the campus and its external communities the following fall. The process is illustrated as follows:

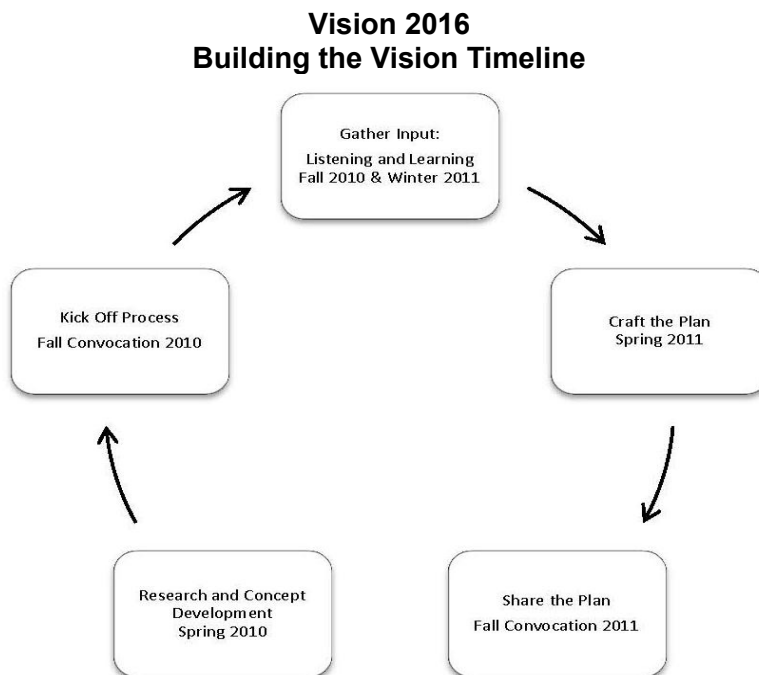


Figure 8-1: Building the Vision Timeline

The research and concept development phase of *Vision 2016* began in the spring of 2010 with a presentation to the College's Planning and Institutional Effectiveness Council (PIE) by the Vice President for Strategic and Institutional Development and the Vision Coordinator of Lorain County

Community College. LCCC is a college with which Terra frequently collaborates and is also an AQIP college.

The PIE Council, to which the LCCC presentation was made, is made up of a cross section of the campus community, including the president, two vice presidents who co-chair the council, the registrar, the College's three deans, three to five faculty members, and three to four staff members. This group is charged with assisting with the strategic planning process and reviewing and recommending the annual strategic initiatives for board approval. The group also assists in the selection and review of each year's action projects. The PIE Council took the place of the Administrative Council in being responsible for planning; the creation of this council was in response to suggestions made in the last systems appraisal (that planning needed to include representatives from across the campus and not just administration).

After the LCCC presentation to the PIE council, it was determined that a key component of LCCC's plan, and one that fit well with Terra, was a formation of a trends team whose role was to perform an environmental scan. The team was made up largely of faculty whose expertise is in research and analysis.

Trends team members reviewed books, articles, journals, and other sources of information to help the College plan for the future. Members were divided into smaller teams to focus specifically on one of the following trend areas:

- The Economy
- Educational Attainment
- Environment
- Jobs/Workforce Development
- Lifestyles
- Resources and Affordability
- Technology

Once the research on the trends that would affect the College in the future had been determined, the College's President and a strategic planning consultant created a presentation that was given to over 30 constituent groups throughout the College's service area. These groups included both internal and external constituents. The internal campus community was represented by the board, full-time and part-time staff, adjunct faculty, students, and non-credit students. External groups included advisory committees, alumni, the business community, civic organizations, community development, donors, the education community, entrepreneurs, the faith-based community, the College's foundation, government entities, people of color, non-profits and older adult populations.

The presentations, known as Listening and Learning sessions, were approximately 90 minutes long. The first 45 minutes were interactive Power Point sessions that used Turning Point software. Each audience was presented with information about trends affecting higher education and then quizzed about their basic knowledge of those trends. Each participant was prompted individually (through Turning Point) to vote his/her answer to a question on the screen. The results of all the responses were then summarized anonymously on the screen. The key concept was to be sure to "engage" the participants rather than simply to lecture them. As an institution whose mission is focused on learning, it was important to demonstrate how technology can aid learning in its many manifestations. It was equally important to gain genuine input from all segments of the communities we serve rather than a "top down" approach that provided all the answers. The interactive presentation can be accessed [here](#).

The second half of the Listening and Learning session was an open brainstorming session in which the following questions were asked:

1. How do we prepare our students and communities for work/life in a global universe?
2. How do we prepare our students for a more diverse America?
3. What are “other” promising sources of revenue for Terra?
4. How can we help our students financially?
5. How should we use our limited state resources, especially our capital funds?
6. Should Terra explore other off-site centers and, if so, which ones?
7. What jobs will develop in this region?
8. What skills are critical for students in the new economy?
9. How do we help under-prepared (academically, socially, etc.) students to succeed at Terra?
10. How should we update and plan for cost-effective/environmentally friendly facilities?
11. What should we teach our students about the environment?
12. What is Terra’s responsibility for the health of our students, faculty, and staff?
13. How do we adapt to the new definition of “family” and the students who are part of those families?
14. How do we keep current in technology, both in the classroom and outside of it?

The responses from the various work sessions were summarized and published on the Terra website so that participants could see what other constituency groups had suggested.

The PIE council commissioned several sub-committees to draft initiatives for each of the trends categories. These initiatives were then compiled collectively to see if there were overlapping areas that surfaced; approximately 62 initiatives were identified. A sub-committee comprised of faculty and staff was then identified by the PIE council to revise the listed initiatives to capture succinctly the intended initiatives for the strategic plan. These initiatives were presented in draft form for review by the PIE Council.

While this work was being completed, the Board of Trustees worked during a retreat and board meetings to identify new strategic goals for the College. Five strategic goals were identified:

1. Raise the region’s educational attainment in higher education.
2. Serve as a catalyst for success in college.
3. Enhance community outreach and engagement.
4. Provide dynamic training and learning opportunities for life and work in a global economy.
5. Expand the College’s resource base.

Each of the initiatives was positioned under one of the five aforementioned goals. Action items for each initiative have been identified, along with the timeline for completion and measures that will be used to reflect progress towards completion. Other initiatives that align with the University System of Ohio’s strategic plan were included.

A separate committee, consisting of faculty and staff, worked to review and revise the College's values. These were submitted to cabinet for review. The President's Cabinet elected to request review from the PIE Council.

Additionally, two teams were formed to work on the mission and vision statements. The vision team was made up of six faculty and staff members with one of the vice presidents as its champion. The mission team was made up of seven members with a president as its champion. Both teams participated in a half-day retreat to review mission and vision statements from other colleges, and brainstorm on their vision for the College in the next five to ten years. After several interactions, the team presented their results to the board at a retreat in May 2011.

The vision as approved by the board is as follows:

Dynamic transformation through innovation, collaboration, and leadership

The mission is as follows:

To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community

SHARING THE VISION

A draft of the [strategic plan](#) was submitted to the board of trustees for review at their August 2011 board of trustees meeting.

Later in August, the plan was presented to the campus community for input after a review of the initiatives under each of the College's goals. The entire campus broke into teams to review the documents and to provide input. The leaders of the various review teams were members of the PIE council. This group brought the input back to the PIE council as a whole for refining the document. The final version was presented to the board of trustees for approval at their September meeting.

A key element of "Sharing the Vision" included presentations to the College's Foundation Board and to all those external constituents who had participated in a Listening and Learning session. All these individuals were invited back to campus to close the loop.

The next stage of the planning process is "Implementing the Vision" and is described in the sections below.

IMPLEMENTING THE VISION

8P2

Long- and short-term strategies were selected largely by the priorities established through the planning process (Listening and Learning sessions), by the availability of resources, and by the intellectual rigor and teamwork available in the employee base to implement a strategy. The implementation of some strategies was simply a matter of setting aside resources, which was accomplished as part of the budgeting process. Other strategies, such as developing a new adjunct and full-time faculty orientation, required the hiring of a faculty development and training coordinator who then needed to work with the deans and the faculty on content and implementation (clearly a longer term initiative, but one that nonetheless is now complete).

8P3

The responsibility to develop action plans rested with the teams charged with establishing the strategic initiatives. Teams were identified and assigned through the PIE Council. The PIE council filled each team by assigning stakeholders and taking volunteers.

8P4

Every employee in the College was invited to a Listening and Learning session. All sessions were cross functional and across various departments. When the Strategic Plan was completed in draft form, all employees were asked for their input during brain storming sessions led by PIE members during Fall Convocation 2011. All employees of the College are invited to partake in convocation. The PIE Council holds the responsibility to insure that teams assigned to initiatives are comprised of stakeholders from the various levels in the organization.

8P5

Each team was asked to complete a worksheet that identifies the Strategies, Key Performance Indicators, Leader, Team Members and Completion Date associated with the action item and strategic initiative.

8P6

During the budgeting process, each budget manager developed a budget for operational expenses. An additional pool of funds was set aside to support the priorities as determined by the planning process.

8P7

The College's greatest risks are financial and legal. As such, the College creates a budget that is consistently based on fewer students than it expects to accommodate each fall. It also sets aside funds to implement the strategies with the highest priority. The College retains legal counsel through the Ohio Attorney General and through private counsel for issues beyond the scope of the Attorney General. This legal advice has been critical as the College has explored long term public/private partnerships, a key component of the College's strategic thinking.

8P8

The College is in the early stages of implementing the Vision. The overall professional development of faculty and staff will align with the College's goals, its strategic initiatives and with its action plans. Team members working on action items will be provided the professional development necessary to support the growth of the College. This will be accomplished during each person's performance review or through the recommendation of the PIE Council. Each faculty member participates in completing a Plan for Professional Development with their academic dean of the division. Funds are allocated in the budget to support professional development needs for both faculty and staff.

Terra was one of the first AQIP colleges and extensive training was done at that time. Given the recent burst in enrollment growth and subsequent employee changes, Terra recognizes an opportunity to develop and deliver training to faculty and staff pertaining to a culture of quality.

Results (R)**8R1**

Because the Strategic Plan was completed in the fall of 2011, no results have yet been collected or analyzed. However, there are several processes established for measuring the effectiveness of its

implementation. The College has established a Monitoring Report Schedule through which each goal is reported on to the board of trustees on an annual basis. Hence, each of the College's five goals will be the focus of one meeting during the course of the year. The five goals are also the primary tool for the Board to evaluate the President each June. Those same strategic initiatives and action plans are part of the goal setting for the vice presidents, the treasurer, and their faculty and support staff. The progress on individual action plans is reviewed during mid term and formal performance appraisals each year. As the Strategic Plan cycle progresses measures of effectiveness will be reported in future portfolios.

8R2

Each action plan has Key Performance Indicators and Completion Dates. As the plan unfolds, the results of these action plans will be reported in future portfolios.

8R3

As mentioned above, each action plan has Key Performance Indicators and Completion Dates. A sample of an action plan is available [here](#).

8R4

As a state, Ohio colleges have developed and worked fairly independently of each other. That has begun to change with the creation of the University of Ohio System. Comparable data can now be compared in some areas through the Higher Education Information System.

Terra recognizes an opportunity to seek comparison data with other institutions regarding performance results of planning continuous improvement.

8R5

Each team is assigned to complete a worksheet that identifies the objectives, selected measures, and performance targets associated with the action item and strategic initiative.

Improvements (I)

8I1

The process for developing *Vision 2016* was more refined and sophisticated than the process used for the last strategic plan. The Listening and Learning sessions were both educational and substantive. They helped the College's various communities, both internal and external, to learn about the challenges it faces and to provide suggestions about how to deal with those challenges. The time-lines for the action plans are more realistic in *Vision 2016*; some strategic initiatives will require several years for full completion. Finally, the measures to determine effectiveness are more precise than in the last plan.

8I2

The culture of Terra State Community College is collaborative, responsive, and entrepreneurial. The infrastructure is made of departments and individuals who all contribute to the larger mission of the College: the learning of its students. Each employee was invited to participate in the creation of *Vision 2016*, which has made the plan vibrant and alive on campus.

CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Processes (P)

9P1

Terra State Community College creates, prioritizes and builds relationships with educational organizations through a shared vision of success and development for its service area. This is based on student, employer and community needs as well as providing students with the opportunities to achieve educational and occupational goals. Additionally, educational relationships with target groups are based on that group's need to tailor programs to suit educational needs.

As outlined in [8P1](#) (through Terra's Strategic Five-Year Plan and Initiatives), *Vision 2016*, community constituency groups were identified and educational organizations in the area from which the College receives its supply of students were invited to participate.

The feedback derived from these sessions was compiled and attached to the strategic goals that the Board of Trustees identified for the College, in the form of initiatives. The initiatives will allow for easily identifiable prioritization of relationships based on community and constituency needs. They are prioritized by need and the ability to impact the highest number of organizations and stakeholders.

Terra's relationships are exemplified through the numerous interactions it has with these organizations on various levels at the College. The President and Vice Presidents meet with other two-year presidents and vice presidents, respectively, from across the state to share information, propose policies, and collaborate. Additionally, Terra works closely with the Ohio Board of Regents (OBR) regarding the state budget, conformity with policy, and creating ease of transfer throughout the state's educational processes (K-12, Career Transfer Assurance Guide [CTAG], Transfer Assurance Guide [TAG], Career Pathways, OhioLink, Ohio Learning Network).

It is evident in Terra's high school recruitment numbers and articulation agreements with tech centers and high schools that it is cultivating and maintaining strong relationships.

| High school articulation agreements created with high schools and career and technical schools (2008-2011) | | | |
|--|------|------|------|
| 2008 | 2009 | 2010 | 2011 |
| 11 | 13 | 18 | 17 |

Figure 9-1: High School Articulation Agreements

9P2

Terra creates and builds relationships with educational organizations and employers that depend on its supply of students and graduates through steady communication between regional four-year public and private colleges and universities by many methods. This may be in the form of a transfer advisor who advises and recruits on Terra's campus, to Dual Enrollment and Articulation agreements devised for a seamless transfer for higher educational attainment in the region.

Each Academic Program has an advisory board comprised of community and business members, representatives from local civic and governmental agencies and the educators in the programs themselves as discussed in [1P4](#). Continuous communication with these boards is essential for staying current in the local and global economy.

| TCC Advisory Boards | Academic Programs |
|---|---|
| Business, Engineering, Technology and Workforce Development | Hospitality Management, Business Management, Accounting/Financial, Apprenticeship, Welding, Automotive, Office Administration, HVAC, Digital Media Technology, Electricity, Plastics, Computer Aided Design/Manufacturing Technology, Robotics, Architectural Construction Management |
| Liberal Arts and Public Service | Law Enforcement, Music, Social Work, Early Childhood Education |
| Nursing and Allied Health | Nursing, Health Information Technology, Medical Assisting, Physical Therapist Assistant |

Figure 9-2: Advisory Board Program Assignments

9P3

Over the past year and a half, Terra's commitment to quality and a fine dining experience prompted the change in food service and vending operators. The College realized that after a multi-decade affiliation with the same food service/vending contractor, complacency had set in on the operation. Menu rotation was predictable and the quality of food had waned; subsidy payments for services increased while sales commissions decreased. The College interviewed and corresponded with higher education food service providers, joined the National Association of College and Food Services (NACUFS), and began researching prospective candidates. After an eighteen month effort, a food service vendor was chosen, based on fit and quality.

Additionally, Terra has been working with E.J. Smith and Associates insurance agency to provide a health insurance option to students. This agency works nationwide with institutions of higher education to provide health insurance to students, who may not be eligible for health insurance otherwise.

TRIPS, a community transportation service through Sandusky County's community action agency, is invited to the College's "Ready, Set, Enroll" days to raise awareness about public transportation available to Terra students.

Additionally, Terra has created a relationship with IKON Office Solutions Inc., for provision of on-site printing and copying needs. When a long standing staff member, who ran Terra's in-house printing and copying services, retired, Terra re-evaluated the copying printing services, based on volume, cost and technological needs. The in-house services were meeting baseline needs but integration of technology to provide efficiency to the process for faculty and students was preferable. The decision to outsource was made.

Terra also houses two bachelor degree completion programs in its Transfer area. Spring Arbor University and Tiffin University have office locations and conduct their recruitment on Terra's campus. This is a mutually beneficial relationship for Terra's students, the 4-year partner institutions and the region.

9P4

Terra's purchasing agents maintain close working relationships with all vendors. This close contact allows for discussions on cost saving measures. Recurrent and effective communication between parties seems to be a foundation of efficiency in this area.

When the College has a purchasing requirement upwards of \$10,000, quotes and proposals are sought through vendors. Vendors are found through online research, purchasing contracts, or vendor exhibits. Purchases are prioritized based on fiscal amount, quality of product, and ease of use (for accounting, IT and users on campus) and are in compliance with the [Ohio Revised Code for Community Colleges](#). When Terra has repeatedly utilized a vendor, the relationship continues to build based on phone calls, face-to-face meetings and emails. There is an informal evaluation process for vendors, but the College has identified that a more formalized process would be appropriate.

9P5

| TERRA COMMUNITY COLLEGE'S KEY COLLABORATIVE RELATIONSHIPS | |
|--|---|
| PARTNER | NATURE OF RELATIONSHIP |
| INSTITUTIONS | |
| Four-Year Public and Private Colleges and Universities, and Community Colleges | Dual Enrollment, Transfer Articulation, information sharing, "shared buy" marketing packages, Bachelor Degree completion, graduate student internship opportunities, shared services and program partners |
| Service Area High Schools and Technical Centers | Post-Secondary Education Option (PSEO), recruitment, Articulation agreements, Tech Prep |
| COMMUNITY | |
| Terra's Board of Trustees | Elected Officials, Policy Approval |
| Area Associations and civic organizations: Rotary, Kiwanis, Leadership Seneca, Ottawa and Sandusky counties | Student recognition, Advisory board members, Joint community projects |
| City and county government and social agencies, such as: Job and Family Services, Small Business Center, Red Cross | Support, public safety, Joint Community projects, community education |
| Terra's Foundation Board | Financial support |
| Terra's Music Program | Choral Society, joint concert series, community member and student participation |
| BUSINESS & INDUSTRY | |
| Advisory Boards | Guidance in curriculum development, support, information sharing, graduate placement |

| TERRA COMMUNITY COLLEGE'S KEY COLLABORATIVE RELATIONSHIPS | |
|---|--|
| PARTNER | NATURE OF RELATIONSHIP |
| Key Business and industry partnerships, such as: Snap On Tools, General Mills, Whirlpool | Customized training, credit/non-credit training, providing equipment and or/facilities, student placement, career and job fairs, curriculum and equipment review, internships, advisory board representation and apprenticeships |
| GOVERNMENTAL AND REGULATORY AGENCIES | |
| Ohio Board of Regents | Governance, program approval, Ohio Learning Network, TAGS, CTAGS |
| Licensing Boards-State Board of Nursing, National League of Nursing, Commission on Accreditation of Physical Therapy Education | Accreditation and certification of programs |
| Federal and State agencies | Budgeting, governance, grants and funding |
| Higher Learning Commission | Accreditation, AQIP |
| Professional Organizations, such as: Ohio Association of Community Colleges, American College Personnel Association, American Library Association, Inter-University Council | Information sharing, Professional Development, Best Practices, Policy Creation |

Figure 9-3: Key Collaborative Relationships

9P6

Feedback from students (9P3) and the community (9P1) through formal surveys, informal conversations, listening and learning sessions and formal agency and board meetings have been infused into the strategic planning process, ensuring that needs will be met.

Additionally, when a business in the area utilizes contract training services through the Kern Center, they will often request assistance in securing funds. Assistance in grant writing is available. For example, Terra partnered with POET Biorefining in securing a \$43,371 Energizing Careers Grant through the Ohio Department of Development to train their 43 employees in supervisory and technical skills.

9P7

Relationships built among and between departments are created through the Cabinet via the organizational chart, with students' best interest in mind. There is an annual review of the committee membership and at the beginning of every fall, each committee will review its charges to see if they still meet the needs of the institution. Terra's campus is highly relational in nature and this lends to a committee-based system of integration and communication.

Terra is intentional about the way it ensures integration and communication on campus, by creating programs, events and avenues for information sharing with all of its stakeholders. Examples are listed in the table below:

| INFORMATION SHARING |
|--|
| Orientation for new full- and part-time faculty and staff |
| New Student Orientation |
| President's monthly newsletter, "News at Terra" |
| News and Notes/Paw Print/Stall Talk |
| Digital Signage |
| Website/intranet/portals and email |
| "Ask us" on website |
| Convocation, and multiple celebratory events (College-wide employee recognition, and holiday gatherings) |
| Selection Committee for Candidate Selection |
| New Dean of Students Position |
| Registration information sessions |
| Behavior Intervention Team |

Figure 9-4: Information Sharing

Results (R)

9R1 (9P4)

| RELATIONSHIP COLLABORATIONS |
|---|
| Tech centers, high schools, ABLE and vocational schools enrollments |
| Transfer Articulation Agreements |
| Number of high school students who attend Terra upon their high school graduation |
| Number of Terra graduates who transfer |
| Number in apprenticeship programs |
| Comparison and analysis of student, faculty, and staff satisfaction |
| Advisory Board activity and feedback |
| Taher Food Service Survey (Click here for link) |
| PIE Council and Board of Trustees reports |
| Alumni survey reports |
| Contribution level of Terra Employees in United Way |
| The number, quality and duration of relationships |
| Feedback from high school visits and career fairs |

Figure 9-5: Relationship Collaborations

The collaborations in which the College engages are numerous and varied; multiple measures (some of which are listed below) are used to gauge their success.

9R2

Work Experience Numbers Build co-op and internship options

| <i>This chart reflects the number of students receiving academic credit for their work experience.</i> | Summer/Fall 2008 | Summer/Fall 2009 | Summer/Fall 2010 |
|--|---------------------|---------------------|---------------------|
| Students Participating in Work Experience (Practicum, Clinical, Professional Practice, Co-op and Work Experience) | 118 | 137 | 151 |
| The student work experiences were in: Early Childhood Education, Health Information Technology, Hospitality Management, Law Enforcement, Medical Office Administration, Nuclear, Nursing, Executive Office Administration, and Social Work | | | |
| <i>This chart reflects the number of students receiving academic credit for their work experience.</i> | Spring 2009 | Spring 2010 | Spring 2011 |
| Students Participating in Work Experience (Practicum, Clinical, Professional Practice, Co-op and Work Experience) | 157 | 142 | 180 |
| The student work experiences were in: Early Childhood Education, Health Information Technology, Hospitality Management, Manufacturing, Law Enforcement, Medical Office Administration, Nursing, Executive Office Administration, and Social Work | | | |

Figure 9-6: Work Experience Numbers

Number of Transfer Students

| INSTITUTION | 2007 | 2008 | 2009 | 2010 | 2011 |
|--|------|------|------|------|------|
| Bowling Green State University | 81 | 84 | 56 | 66 | 72 |
| Columbus State Community College | 7 | 1 | 11 | 7 | 7 |
| Kent State University | 10 | 8 | 6 | 7 | 5 |
| Miami University | 3 | 3 | 2 | 3 | 6 |
| Ohio State University | 20 | 14 | 10 | 4 | 11 |
| Owens State Community College | 75 | 65 | 58 | 66 | 83 |
| University of Cincinnati | 11 | 3 | 8 | 3 | 10 |
| University of Toledo | 40 | 41 | 31 | 21 | 28 |
| All other state public colleges & universities | 30 | 32 | 22 | 46 | 22 |
| Total | 277 | 251 | 204 | 223 | 244 |

Figure 9-7: Number of Transfer Students

Apprenticeship Numbers

| APPRENTICE TYPE | 2009 | 2010 | 2011 |
|------------------------------|------|------|-------------------------|
| State Registered Apprentices | 55 | 63 | 72 (not including fall) |
| Company Apprentice Programs | 22 | 38 | 59 (not including fall) |

Figure 9-8: Apprenticeship Numbers

Articulation numbers (see [9P1](#))

Terra Students Achieving Degrees/Certificates From Other Institutions 2006-2010

| INSTITUTION | Students achieving degree/certificate |
|---------------------------------|---------------------------------------|
| University of Akron | 1 |
| Bowling Green State University | 115 |
| University of Cincinnati | 12 |
| Cleveland State University | 1 |
| Columbus State University | 1 |
| Hocking Technical College | 3 |
| Kent State University | 8 |
| Lorain County Community College | 4 |
| Medical University of Ohio | 1 |
| Miami University | 8 |
| Marion Technical College | 3 |
| Ohio State University | 34 |
| Ohio University | 5 |
| Owens State Community College | 44 |
| Sinclair Community College | 1 |
| University of Toledo | 44 |
| Wright State University | 3 |

Figure 9-9: Degrees from Other Institutions

9R3

While Terra currently informally gauges its performance with other institutions, it recognizes an opportunity to formally compare performance in this category with other educational institutions.

Improvements (I)

911

As mentioned in [9P4](#) the College made changes recently in the vendor for College food service. The College now enjoys a professional campus dining experience and has been able to realize a net gain in vending commissions of 77.5 percent. The bottom line for the College was twofold: improved dining quality and experience, and increased commission rates. On both counts, the College was successful.

With the introduction of the *Vision 2016* strategic planning process to Terra's campus community, the way in which collaborative relationships are created and sustained will be more systematic and comprehensive than in previous strategic planning processes. Because initial information for the entire process was gleaned from trends locally, regionally and nationally, and was enhanced by input from all stakeholders, it laid the way to a comprehensive scope of what the College can do for its students and community.

During the summer of 2010, alumni contact data was updated using information received from Harris Connect. Harris Connect specializes in refreshing and cleaning data files. The College now has 6,886 "good" addresses.

Harris Connect was also able to provide the College with email addresses for many of its graduates. The Alumni Outlook database now contains approximately 1,000 email addresses. This email contact list was used during the past year to send emails containing: quarterly alumni newsletters, announcement of Terra College Foundation events, and the first alumni holiday e-card. The database was also used to solicit alumni success stories, which has resulted in 12 success story ideas.

A quarterly newsletter, *Terra Today* – Newsletter for Alumni and Friends, has been published since March 2009. *Terra Today* includes campus news, alumni spotlights, special event announcements, and Terra College Foundation news.

In 2010, two events were held to reach out to alumni. The College hosted its first "Alumni Night" at Plaza Lanes and a reception room for alumni was available during the Skilled Trades Center grand opening. Additionally, recognition of Terra alumni was incorporated into the Partners in Scholarship event. Five kiosks were developed for display that highlighted five alumni success stories

Because of the increased interest in transfer throughout the state of Ohio, Terra has improved the communication lines between other two year and four year partners. This is illustrated by a new Coordinator of Transfer and Articulation position ([9P1](#)), as well as the establishment of a Transfer Center at Terra.

The Kern Center is also practicing more efficient programming collaboration. For example, Elder College and non-credit classes combined efforts and produced a catalog jointly this year.

The Kern Center is currently partnering with Northwest State Community College to investigate any best practices that can be implemented to improve efficiency and programming, as well as exploring ways to serve the region collaboratively by potentially pooling resources.

912

Specific processes to set targets for improved performance come relatively naturally to an institution that believes so strongly in its service to the community. Formal and informal suggestions, surveys, conversations and relationships consistently happen on a regular basis.

Relationships based on areas of mutual benefit, for example educational institutions and advisory boards are reviewed to assure needs are being met and to acquire information about emerging institutional and community needs. Terra's culture is one of continuous improvement. From the classroom to the community, Terra has embedded the need to enhance and to improve performance as a standard.

SYSTEMS PORTFOLIO GLOSSARY

| | |
|------------------|--|
| 4-H | Youth Development Organization |
| ABLE | Adult Basic Literacy Education |
| AC | Administrative Council |
| ACT | American College Testing; in 1996 changed to ACT |
| AFSCME | American Federation of State, County and Municipal Employees |
| AHNS | Allied Health, Nursing, and Sciences Division |
| ANGEL | Learning Management System |
| APR | Annual Performance Review |
| AQIP | Academic Quality Improvement Process |
| ASC | Academic Service Center |
| B & E | Business, Engineering Technologies, and Workforce Development Division |
| BGSU | Bowling Green State University |
| BIT | Behavioral Intervention Team |
| BYOR | Build Your Own Reports |
| CAAP | Collegiate Assessment of Academic Proficiency |
| CAMS | Comprehensive Academic Management System |
| CASA | Council for Academic and Student Affairs |
| CCS | Coordinator of Career Services |
| CCSSE | Community College Survey of Student Engagement |
| CENTSS | Center for Transforming Student Services |
| CFO | Chief Financial Officer |
| COMPASS | Computer-Adaptive College Placement Test |
| CQS | Campus Quality Survey |
| CRM | Client Relationship Management |
| CTAGS | Career Transfer Assurance Guide |
| DACUM | Developing a Curriculum |
| DECA | Distributive Education Clubs of America |
| DISCOVER | ACT's Comprehensive Career Guidance and Information System |
| DL | Distance Learning |
| ECE | Early Childhood Education |
| EEOC | Equal Employment Opportunity Commission |
| FERPA | Family Educational Rights and Privacy Act |
| FFA | Future Farmers of America |
| FTE | Full-Time Equivalency |
| HEI | Higher Education Information |
| HR | Human Resources |
| HVAC | Heating, Ventilating, and Air Conditioning |
| IPEDS | Integrated Postsecondary Education Data System |
| IR | Institutional Research |
| IT | Information Technology |
| LAPS | Liberal Arts and Public Services Division |

| | |
|---------------|--|
| LCCC | Lorain County Community College |
| MIA | Missing in Action |
| NACUFS | National Association of College and Food Services |
| NCLEX | National Council of Licensure Examination |
| NEOGOV | Priority Name of Software |
| NSO | New Student Orientation |
| OACC | Ohio Association of Community Colleges |
| OAPSE | Ohio Association of Public School Employees |
| OBR | Ohio Board of Regents |
| PGI | Professional Growth Incentive |
| PIE | Planning and Institutional Effectiveness Council |
| POW | Prisoner of War |
| PSEO | Post Secondary Education Option |
| SAAA | Student Academic Achievement Assessment |
| SBDC | Small Business Development Center |
| SENSE | Survey of Entering Student Engagement |
| SIOP | Single Integrated Operations Plan |
| SOC | Servicemember Opportunity Colleges |
| TAG | Transfer Assurance Guide |
| TFA | Terra Faculty Association |
| TRIPS | Transportation Resources for Independent People of Sandusky County |
| USO | University System of Ohio |
| UT | University of Toledo |
| VITA | Volunteer Income Tax Assistance |
| VP | Vice President |
| VPAA | Vice President for Academic Affairs |