



Index to the New Criteria for Accreditation

Evidence from the 2011 *Systems Portfolio* with Additional 2015 Evidence

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Criterion One: Mission: The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. The institution's mission is broadly understood within the institution and guides its operations. (1.A, 1.C, 2.B, 2.D)

Evidence from the 2011 Systems Portfolio:

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. (1P1, p.11)

In subsequent years, these goals have been revisited by faculty in annual faculty meetings facilitated by the Vice President of Academic Affairs. (1P1, p. 11)

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. (1P7, p. 15)

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. (1P17, p. 21)

Terra [State] 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 [State]'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. (2P1, p. 32)

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. (5P1, p. 57)

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. (5P2, p. 57)

The mission is as follows: *To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community.* (8P1, p.85)

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. (8I1, p. 87)

Additional 2015 Evidence:

The College's Board of Trustees has asked that the next strategic planning cycle include a College goal reiterating and strengthening Terra State's historical commitment to curricular programs emphasizing workforce development.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board. (1.C)

Evidence from the 2011 Systems Portfolio:

- [In 2010,] Terra [State] 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. (IO, p.7)
- At the same time, the president's cabinet selected a cross functional committee of personnel and faculty, to review the College's values statements. (5P1, p. 57)
- When the College was creating new mission, vision, value statements, and goals during FY2010-2011, employees were instrumental in assisting in these tasks. (7I2, p. 81)

2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission. (1.C)

Evidence from the 2011 Systems Portfolio:

Terra [State] improves its processes for supporting institutional operations through an integrated strategic planning and continuous improvement [...]. 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 (6I1, pp. 73-74)

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

- How do we prepare our students and communities for work/life in a global universe?
- How do we prepare our students for a more diverse America?
- What are *other* promising sources of revenue for Terra [State]?
- How can we help our students financially?
- How should we use our limited state resources, especially our capital funds?
- Should Terra [State] explore other off-site centers and, if so, which ones?
- What jobs will develop in this region?
- What skills are critical for students in the new economy?
- How do we help under-prepared (academically, socially, etc.) students to succeed at Terra [State]?
- How should we update and plan for cost-effective/environmentally friendly facilities?

- What should we teach our students about the environment?
- What is Terra [State]'s responsibility for the health of our students, faculty, and staff?
- How do we adapt to the new definition of "family" and the students who are part of those families?
- How do we keep current in technology, both in the classroom and outside of it? (8P1, p. 84)

Additional 2015 Evidence:

The College's mission statement focuses on preparing students for both work and life. Terra State's enrollment profile reflects this commitment in the balanced enrollment in the College's three academic divisions. In Spring 2015, each division's enrollments account for approximately 220 FTE (annual), with one division representing the sciences and allied health professions, one representing the liberal arts and general education, and the other representing engineering technologies and workforce development.

3. The institution's planning and budgeting priorities align with and support the mission. (2.B, 2.D)

Evidence from the 2011 Systems Portfolio:

Terra [State]'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. (2P1, p. 32)

Terra [State] 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 [State] also uses feedback from its corporate partners to improve its systems and processes in accomplishing its other distinctive objectives. (2P6, p. 33)

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. (5P5, p. 58)

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. (5P5, p. 58)

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. (6R4, p. 71)

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 [State] 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. (7P5, p. 76)

Finally, Terra [State] will also compare itself to other institutions outside of the higher education community, where appropriate. For example, in Terra [State]'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. (7P5, p. 77)

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). (8P1, p. 83)

1.B. The mission is articulated publicly. (1.A, 1.B, 5.B)

Evidence from the 2011 Systems Portfolio:

[Terra State's mission statement, vision statement, core values, and strategic goals] are well publicized on the Terra [State] Community College website and are listed below. (IO, p. 1)

Additional 2015 Evidence:

The College's website can be found at <http://www.Terra.edu/>, and the page detailing these statements can be visited directly at <http://www.Terra.edu/About/TerraMission.html>.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities. (1.A)

Evidence from the 2011 Systems Portfolio:

Terra [State]'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. (IO, p. 1)

Additional 2015 Evidence:

In addition to articulating the mission, vision, and values through the website, Terra State has created and placed banners and signage expressing these aspects of the College's identity and placed them in key public locations around the campus. These locations include the lobby areas of instructional and administrative buildings, as well as the College's boardroom.

2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Additional 2015 Evidence:

Terra State's mission statement (cited in **1B1**, above) promotes the alignment of our programs (both credit and non-credit) with the economic wellbeing of the region and the students served by

the College. The Advisory Committees that support individual programs reflect what is essential and vital for the area to prosper. The curriculum of the College's programs embody the needs of business and industry, healthcare providers and cultural entities in the district.

The College is also a recognized leader in providing continuing education programs to learners of all ages and backgrounds. The Kern Center for Community Development provide programs that have a significant impact on workforce improvement, which will provide a positive effect on economic development within our region and beyond. Training and retraining of the local workforce helps employers maintain a competitive workforce, ultimately strengthening the economic health and quality of life for area residents. With a focus on outreach and meeting the needs of learners, the College works to promote continuing education locally, nationally and to the international community.

Additionally, the College houses a US Small Business Administration, Small Business Development Center that is an outreach agency for economic development in the region.

And in support of our global efforts, Terra State Community College is committed to offering educational opportunities for students from other countries. Because of our desire to enhance the recruitment of international students, the College has begun to explore the opportunity of joining an internationalization consortium. Through the consortium, Terra State would develop joint degree programs with two partner higher vocational colleges in China.

When Terra State joins the consortium, Terra State students will be able to participate in a two-week, two-city China tour led by the consortium staff.

The College is also reviewing our academic programs to assess the international content of our courses, and we hope to offer an Associate of Arts in International Studies to our students in the near future.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides. (1.B, 5.B)

Evidence from the 2011 Systems Portfolio:

Strategic Goals [of Terra State Community College]:

- 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 (IO, p. 2)

1.C. The institution understands the relationship between its mission and the diversity of society. (1.B)

Evidence from the 2011 Systems Portfolio:

Terra State's Mission Statement includes: "[...] providing quality learning experiences for life and work in our *global community*." (IO, p. 1, emphasis added)

The College's General Learning Outcomes include GLO #3, "Demonstrate an understanding of cultural differences and knowledge of how to work effectively in a global and diverse culture and society." (IO, p.2)

Terra [State] 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. (1P9, p. 16)

Additional 2015 Evidence:

In 2012-13, the Assessment committee developed a rubric for assessing General Learning Outcome #3 (cited above). This instrument is a 4-point holistic rubric for evaluating student work on the dimensions of understanding of the range of diversity (as appropriate to the course and material) and culturally aware engagement with course materials and individuals.

In calendar year 2013 (including the Spring 2013 and Fall 2013 semesters), 764 unique student artifacts were assessed by the faculty according to this rubric, with a mean score of 3.08 (3.00 was the stated measure of acceptable performance), and 74.9% of all artifacts assessed scoring in the top half (i.e., scoring 3 or 4) of the rubric.

1. The institution addresses its role in a multicultural society. (1.B)

Evidence from the 2011 Systems Portfolio:

The multicultural awareness identified in the mission statement under 1.C (above) is expanded in Terra State's core values statements; in defining its core values, the College expands each of the core values with a number of purpose statements.

Under the core value of *Learning*, Terra State articulates these purposes:

- "We are committed to the development of the whole person."
- "We are accountable to the community to educate students and to sustain and improve society."

Further, the College includes this statement in the exposition of the core value of *Innovation*:

- "We embrace collaboration with the many communities we serve." (IO, p. 2)

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. (1.B)

Evidence from the 2011 Systems Portfolio:

Terra State offers a variety of services to students addressing human diversity and recognizing the range of student needs; a representative sample of these services include: Disability Services, Counseling Services, Veterans Services, Career Services, Legal Services, and a Transfer Center. (IO, p.4)

Terra [State] 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 ABLA and Pathways programs in accommodating community members. (1P10, p.17)

Terra [State] 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 Admissions and Enrollment Services. At the present time, Terra [State] is developing a Veterans Upward Bound proposal targeting low income, first time general college students. (1P10, p. 17)

Additional 2015 Evidence:

In the Fall of 2012, Terra State opened its Veterans Center. This Center houses the office of the Student Success Mentor for Veterans (referenced above), who handles academic and veteran benefits advising for veteran students. The Center also provides these students with computer access and printer use, as well as a lounge space and comradery with their fellow student veterans.

1.D. The institution's mission demonstrates commitment to the public good. (1.E, 5.A, 5.B, 5.C)

Evidence from the 2011 Systems Portfolio:

Terra [State]'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 (2P2, p. 32)

The data collected [to monitor achievements in Other Distinctive Objectives] 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 (2R1, p. 33)

Additionally, Terra [State]'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. (2R1, pp. 33-34)

Terra [State] provides the community it serves with alternative learning opportunities as well as a robust regional economic development function. These successes continue to strengthen Terra [State]'s community partnerships with business and industry as well as the individual citizen. (2R4, p. 35)

Terra [State] 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. (9P3, p. 89)

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 [State's] students. (9P3, p. 89)

Terra [State] 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 [State]'s campus. This is a mutually beneficial relationship for Terra [State]'s students, the 4-year partner institutions, and the region. (9P3, p. 89)

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Additional 2015 Evidence:

Terra State's open enrollment programs, referenced in 1.D (above) as Workforce Development, Lifelong Learning, Elder College (now Life Scholars), and Kids College, represent only part of the College's efforts to meet its public obligations. In addition to these educational functions, and the College's economic development functions, Terra State meets these obligations through:

- Making college facilities available to community groups for meetings and other functions at reduced or no cost;
- Opening the campus property to the public, including green spaces (“the Prairie”); many take advantage of this by exercising their dogs in these spaces;
- Opening the campus dining facility, the Tree Tops Café, to the public on a daily basis;
- Operating the Route 53 Records recording studio and making this professional-caliber music production facility available to local musicians;
- Inviting the public to make use of our library for research or leisure reading;
- Making courses available to community members at and above the age of 60, tuition-free;
- Hosting an annual Arts Festival, late in the Spring semester;
- Contributing to and participating in a variety of projects and fundraisers in the community, such as the ProMedica Memorial Hospital Foundation’s annual “Cookin’ Men” fundraiser, and the NAACP/WSOS Community Action Black History Month Scholarship Fundraiser events;
- Scheduling artistic performances both on and off campus, for instance in local churches, and with off-campus locations both in Fremont and in other cities the College serves, such as Bellevue and Sandusky.

2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Additional 2015 Evidence:

Terra State is a board-governed (Ohio Revised Code [ORC] §3358.08), State-supported community college. As such, the College has no investors for whom to generate financial returns, and the authorizing organization (the State of Ohio, under ORC §3358) contributes to the operational expenses of the College, rather than receiving net revenues from the College. In addition, the College’s operations are supported by the Terra College Foundation, a 501(c)3 corporation which provides Terra State’s students with scholarship support and provides the College with funding for equipment purchases.

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow. (5.A, 5.B, 5.C)

Evidence from the 2011 Systems Portfolio:

[C]ollaborations 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. (IO, pp. 9-10)

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. (1P4, p. 13)

Terra [State] also uses feedback from its corporate partners to improve its systems and processes in accomplishing its other distinctive objectives. (2P6, p. 33)

Criterion 1.D (continued)

Terra [State] is highly successful in delivering programs and services to the community in general and to small business and industry clients in particular. Terra [State] served over 3,500 customers during FY 2011 which represents a 58% increase over the total number of clients served in FY 2010. (2R2, p. 34)

Terra [State]'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. (2R4, p. 35)

Terra [State] 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 [State]'s Board of Trustees continues to monitor the College's success and support services throughout the community and provide this feedback to the College. (6P1, p. 66)

Feedback from students and the community 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. (9P6, p.91)

Criterion Two: Integrity: Ethical and Responsible Conduct: The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff. (1.E)

Evidence from the 2011 Systems Portfolio:

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. [...]

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. (3P6, pp. 40-41) [E]mployees 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. (7P7, p. 77)

The Human Resources Department at Terra [State] uses the CompEase salary administration software. Each position, not person, is scored on the basis of 10 compensable factors. (7R1, p. 78)

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 [State]'s evaluation of the jobs within the institution. (7R1, p. 78)

2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Additional 2015 Evidence:

Terra State represents itself to its students and the public primarily, and most completely, through its website, located at <http://www.Terra.edu/>. Areas of the website present detailed information on the College's programs, affiliations, and other important information as detailed below:

- The main page provides links to a PDF format version of the College's current *Catalog and Student Handbook*, which details program requirements and course descriptions, expectations regarding students' conduct, and information on College procedures and processes; PDF format versions of

upcoming semester course schedules are also provided, as are a virtual tour of the College's campus and information about non-credit offerings through Kern Center for Business and Industry Training, and the Lifelong Learning program.

- The "About Terra State Community College" page (<http://www.Terra.edu/AboutTerra.html>) provides information about the College's control, accreditation, policies, and history. It also provides links to information about tuition and financial aid, the Terra [State] College Foundation, and the College's mission, vision, and values. The AQIP page linked from this page presents more details of the AQIP accreditation pathway and the College's current and completed AQIP action projects.
- The Admissions & Financial Aid link from the main page provides information to prospective students and the public regarding the admissions process and the financial aid process. This includes information about Terra State's new Goal-Oriented Tuition Program, complete with explanation of tuition and general fees charged.
- The Academics link from the main page (<http://www.Terra.edu/Academics.html>) details the College's academic structure, programs of study, and other opportunities for students and potential students, such as College Credit Plus and Tech Prep (dual-enrollment opportunities for high school students), distance learning offerings, and cooperative education, internship, and practicum programs.

2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity. (1.D, 5.C)

Evidence from the 2011 Systems Portfolio:

[T]he College is governed by a Board of Trustees that is comprised of nine members. (IO, p.6)

Additional 2015 Evidence:

These trustees are appointed by the governor of the State of Ohio for six-year terms, with three members appointed or reappointed every two years. An appointment is made only after the trustee candidate completes a lengthy document and submits it to the State's Office of Boards and Commissions for review by the respective director of this office, as well as the governor, and the candidate is vetted for such an appointment. The current governor of the State of Ohio, John Kasich, has taken significant time to ensure that each appointment is made with diligence in assuring the ability of the appointed trustee to maintain institutional integrity and individual trustee autonomy. All trustees are invited annually to a conference hosted by the Ohio Board of Regents. This conference allows for trustees to remain current in their role, and receive the opportunity to attend specific workshops about their function as a trustee on a college campus. Trustees are also invited annually to a meeting with the governor to discuss current issues in the State related to higher education, and to ask clarifying questions regarding the issues they may be facing on their campus. Terra State's trustees have participated in these events regularly.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Additional 2015 Evidence:

The Terra State governing board operates under the Policy Governance© model. Specific board policies are written to ensure that the board chair and vice chair set the agenda for the board meetings, and set the priorities for discussion and decision making by the board. Governing board policy review occurs annually, and changes are reflected to evolve the board's role on a continuous basis. Monitoring reports linked to the progress of the College's *Vision 2016* Strategic Plan occur

according to a schedule determined by the board, and at assigned board meetings. Specific updates provided by College employees occur according to board-determined decisions based upon institutional issues, issues facing the community which relate to the College, and issues facing higher education.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. (1.D, 5.C)

Evidence from the 2011 Systems Portfolio:

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. (9P6, p. 91)

Additional 2015 Evidence:

Terra State's governing board has a policy for external requests for public commentary, and offers such opportunity for the external constituents to address the board at each meeting. Additionally, the trustees participate annually in two board retreats, one each spring and one each fall, to explore the direction that the College is moving and specifically make decisions about the interests of the College's constituents, both internal and external. A board-owned responsibility that is reviewed at the retreats, is the trustee's responsibility to "link" with the ownership of the institution, more specifically with the citizens of the service district of the College, and of the State of Ohio, to understand their interests and determine how the College is responding to those interests, in alignment with the vision and mission of the College.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Additional 2015 Evidence:

The Terra State governing board maintains an appropriate distance from undue influence in several ways. The board chair annually appoints a trustee to serve as Sergeant At Arms, and board policy clarifies this role as the "gatekeeper" responsible for monitoring board activity, board and trustee protocol, and board decision-making responsibility. If an issue surfaces, the Sergeant At Arms addresses this issue in front of the board as a whole. Select issues may also be addressed with an individual trustee as necessary. In addition, each trustee is annually required to attend a presentation by the Ohio Ethics Commission that covers trustee ethical practices. Each trustee also signs a Conflict of Interest policy at the beginning of the appointment, which clarifies protocol when such a conflict may arise. Board governance process policy also outlines ethical standards by which board members are expected to abide. All board policies are reviewed annually by all trustees in a Policy and Evaluation Review Committee meeting (trustees operate in a Committee of the Whole structure).

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. (1.D)

Additional 2015 Evidence:

Board policies listed under Governance Processes, Executive Limitations, and Board-Staff Relations explicitly spell out that responsibility for the management of the institution rests with, and is delegated to the president/chief executive officer and his/her staff. College practices call for a spring and fall convocation, each occurring approximately three weeks into the beginning of the respective semester. Governing board trustees are invited to attend, and are regular attendees. Convocations cover the State of the College, presentations on college initiatives from the *Vision 2016* Strategic Plan, and updates on campus safety practices, keynote addresses relevant to higher

education issues in the State and nation, and general college administrative activities. Trustee attendance serves as one approach to monitoring this delegated responsibility. Faculty members attend breakout sessions on academic matters at convocation, and through ongoing General Faculty meetings throughout the semester to attend to academic matters. Academic matters that call for board involvement or that board members desire more information are forwarded to the board chair for request on the board agenda.

2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. (4.A)

Evidence from the 2011 Systems Portfolio:

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. (5P9, pp. 59-60)

Additional 2015 Evidence:

The currently in-force collective bargaining agreement between the College and the Terra [State] Faculty Association makes no provision for disciplinary action against faculty members due to those members' speech activities, nor due to their expression of ideas.

2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. (1.E, 4.D)

Evidence from the 2011 Systems Portfolio:

Current and prospective students can find information regarding student preparation and student learning objectives in the online College catalog. (1P6, p. 14)

Faculty, staff, and student handbooks establish baselines of sound ethical practice across all segments of the campus population. (4P7, p.48)

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. (4.D)

Evidence from the 2011 Systems Portfolio:

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.

2. Students are offered guidance in the ethical use of information resources. (4.D)

Additional 2015 Evidence:

Terra State's students receive explicit instruction in the use of information resources. This instruction takes place throughout the curriculum, but these concepts are most explicitly introduced and practiced in the College's first-year composition sequence, ENG 1050 and ENG 1060 (College Composition I and II). According to the Terra State *Catalog and Student Handbook* for 2014-15, "Writing assignments [in English 1050] require accurate reading of professionally written essays" and "English 1060 is an advanced college writing course in research supported argumentation" (p. 156). These elements of careful and accurate reading and using the information gained through that reading

to sustain and support an argument are the crux of the ethical use of information, and these skills are further refined and reinforced throughout Terra State's curriculum.

**3. The institution has and enforces policies on academic honesty and integrity.
(4.D)**

Additional 2015 Evidence:

The Terra State *Catalog and Student Handbook* for 2014-15 explicitly defines the terms *cheating* and *plagiarism* as follows, in Article A of the Student Code of Conduct:

16. The term "CHEATING" includes, but is not limited to (1) use of any unauthorized assistance in taking quizzes or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.
17. The term "PLAGIARISM" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Examples include: the submission of an assignment purporting to be the student's original work which has been wholly or partly created by another person; the presentation as one's own, another person's ideas, organization, or wording without acknowledgment of sources; knowingly permitting one's own work to be submitted by another student as if it were the student's own; and the use of material from the World Wide Web, Internet, videos, encyclopedias, books, magazines, student papers, and copyrighted material without indicating where the material was found. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. (p. 39)

Article C of the Student Code of Conduct also indicates that acts of cheating and plagiarism are considered acts of dishonesty, and will be subject to disciplinary action by the Office of the Dean of Students. (p.39)

Criterion Three: Teaching and Learning: Quality, Resources, and Support: The institution provides high quality education, wherever and however its offerings are delivered.

3.A. The institution's degree programs are appropriate to higher education.

Additional 2015 Evidence:

Terra State Community College offers academic and technical associate degree programs preparing students for the workforce and further study. Technical associate degree programs include general education requirements, along with technical studies, preparing these students to pursue further education at the baccalaureate level, as well. The College's general education coursework and courses in academic areas are transferable, under the Ohio Transfer Module and the Transfer Assurance Guide systems, to University System of Ohio four-year institutions, and the standardization of learning outcomes that underpins this transferability is monitored by the Ohio Board of Regents (OBR). Additionally, OBR approves each new degree program offered by the College.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Evidence from the 2011 Systems Portfolio:

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 [State] 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 [State] also works with other institutions to ensure that students receiving an associate degree have the proper courses on their transcript upon transfer. Terra [State] 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. (1P13, pp. 19-20)

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs. (3.A)

Evidence from the 2011 Systems Portfolio:

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

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.

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. (IO, p. 2)

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. (1P2, p. 11)

Terra [State] 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. (1P11, p.17)

Additional 2015 Evidence:

Terra State continues to promulgate one set of General Learning Outcomes in which students are expected to gain proficiency at the Associate Degree level. For students completing less than Associate Degree certificate programs, these Learning Outcomes remain preferred, though their performance may be understandably somewhat less sophisticated than that of their degree-seeking peers.

In February 2013, the faculty of Terra State, at the recommendation of the College’s Assessment Committee, updated the College’s General Learning Outcomes, as part of the implementation of a revision of the processes for assessment of student learning. The revised General Learning outcomes are:

1. Communicate effectively, in writing and speaking.
2. Evaluate arguments according to the principles of logic.
3. Demonstrate understanding of cultural differences and ability to work effectively in a culturally diverse, global society.
4. Employ the methods of inquiry and research commonly used in the natural sciences, the social sciences, mathematics, the arts, and the humanities.
5. Engage in our democratic society.
6. Demonstrate literacy in electronic environments, which may include hardware, applications, and/or media.

3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Additional 2015 Evidence:

Terra State has worked diligently at maintaining consistency in learning goals and instruction for courses that are offered via different delivery methods. In recent years, a number of the College’s traditional seated courses have been reconfigured for online or hybrid delivery. In this redesign process, these courses’ learning objectives and assessment measures remain unchanged. The same learning outcomes are to be achieved regardless of course delivery format.

This is also true for courses delivered at other locations. The College offers some classes on high school campuses and career and technical centers. These classes are taught either by a faculty member from the College or a high school teacher whose academic credentials meet the requirements for teaching at the community college level. A College faculty member teaching at

one of these locations teaches the course as if it were on the College's main campus. A course taught by the high school teacher will employ the same syllabus used for the course at the main campus.

There is a further possibility that courses will be taught at off-campus locations in northwest Ohio that are not the campuses of the College's high school partners. If and when these courses are offered, the course content along with learning objectives will not deviate from the same courses taught at the main campus.

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs. (3.A, 4.A, 4.B, 4.C, 4.D)

Evidence from the 2011 Systems Portfolio:

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. (IO, p. 3)

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. (1P1, p.11)

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. [...] 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?* (1P11, p. 18)

Terra [State] 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. (1P17, p.21)

Additional 2015 Evidence:

The 2013 General Learning Outcomes (referenced in 3.A2, above) demonstrate the College's current commitment to breadth of knowledge for its students, as did the previous general education goals (also in 3.A2, above) at the time they were written and adopted. The College's 2013 *Assessment Protocol* contains rubrics for evaluating student work with respect to the General Learning Outcomes. This assessment method demonstrates the College's commitment to including these broad outcomes in courses across the curriculum.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. (4.B)

Additional 2015 Evidence:

The General Learning Outcomes discussed above (in 3.A2) are appropriate to the mission of a comprehensive community college, granting the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of Applied Business degrees. While these Outcomes are pertinent

across Terra State's curriculum, including technical coursework, the College also provides specific general education coursework in the arts, the humanities, the natural sciences, the social sciences, and mathematics. Many of these courses are part of the Ohio Transfer Module (OTM). OTM coursework is a pathway to guaranteed transfer among the colleges and universities governed by the Ohio Board of Regents (OBR). This transfer model indicates that transfer credit toward a college or university's general education program shall be granted in the appropriate disciplinary categories for coursework in those categories at any state institution, following a system-level approval process for each specific course.

- 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess. (3.A, 4.B)**

Evidence from the 2011 Systems Portfolio:

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. (1P10, p. 17)

Additional 2015 Evidence:

The passage from the *Systems Portfolio* cited above refers to the fact that Terra State's philosophy of general education follows an *embedded* model. Rather than specifying coursework that is part of a general education program, each and every course offered on Terra State's campus is expected to address *at least one* of the College's six general learning outcomes within its curriculum. Courses in the traditional "Arts and Sciences" disciplines (including mathematics) are specifically designed to enhance student's general education experience and breadth of knowledge, and these courses are typically designed to address more than one of the General Learning Outcomes, but it is understood that the philosophy surrounding general education is one of distribution and embedding of the Outcomes across the curriculum. "General education," that is, is not merely the responsibility of Arts and Sciences coursework and the faculty offering those courses, but the responsibility of all programs and all faculty, campus-wide.

- 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (3.A)**

Additional 2015 Evidence:

The embedded general education model referenced above (in **3.B2**), in addition to required breadth distribution coursework ensures that Terra State's students engage in these behaviors and develop these skills. These skillsets and activities are covered by General Learning Outcomes #1, #2, #4, and #6 (as referenced in **3A.2**), which are embedded across all program curricula at the College. In addition, every degree program requires coursework in communications (written and spoken), mathematics, use of digital technology, and the arts/humanities, the natural sciences, and the social sciences (two of these last three areas).

- 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work. (4.C)**

Additional 2015 Evidence:

As referenced above (in **3.B3**), Terra State's embedded general education model addresses the traditional areas of general education across programs' curricula. The issues surrounding human and cultural diversity (along with those concerning responsible citizenship) are covered throughout the College's curriculum in General Learning Outcomes #3 and #5 (as listed above in **3.A2**). In

addition, students' understanding of cultural diversity is cultivated in a short essay assignment in the College's First-Year Seminar course (GEN 1000), required of all degree-seeking students at the College.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission. (4.A, 4.D)

Evidence from the 2011 Systems Portfolio:

The College [...] 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 (1P9, p. 16)

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. (1P11, p. 18)

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. (4P8, p. 48)

Additional 2015 Evidence:

The PGI process identified above can include not only additional education (e.g., toward advanced degrees) and continuing profession education (e.g., in the health sciences), but also faculty members' participation in scholarship (e.g., conference presentations, article/book publication) or creative endeavors (e.g., artistic presentation, creative publication). As the process is individualized, this process can be tailored to the professional growth activities appropriate to each faculty member and to the needs of both the faculty member and the College.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services. (2.C, 3.B, 3.C, 3.D, 4.A)

Evidence from the 2011 Systems Portfolio:

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. (IO, p.6)

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. (1P3, p. 11)

Terra [State] 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. (1P10, p. 17)

The newly created Behavior[al] Intervention Team (BIT) was formed to respond to and assist students with possible problems dealing with the stresses of college and life in general. (1P10, p. 17)

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. (1P11, p. 18)

[In the College’s *Vision 2016* strategic plan, one strategic goal identified is to serve as a catalyst for success in college. One initiative identified under this goal is:] Develop co-curricular learning options that enhance the quality of student experience. (1I2, p. 30)

As an end result of a Defining Quality in the Classroom workshop, [... the College identified these] [s]hort term goals:

- Identify common standards of effective teaching [...]
- Identify incentives promoting adjunct faculty participation in pedagogical effectiveness events (1I2, pp. 30-31)

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. (3P2, p. 39)

The number of full time employees participating in the Employee Degree Completion program has stayed consistent with prior years. (4R2, p. 52)

[Terra State’s support services are measured and those metrics analyzed regularly with] [a]ll support services results are [re]viewed by the Dean of Students and Vice President for Administration and Student Affairs. Administrative support services results are [re]viewed by the appropriate Vice President for the department/division. (6R1, p.70)

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). (6R4, p. 71)

Additional 2015 Evidence:

The realignment of key functional areas at the College referenced from the *Systems Portfolio* has continued in the intervening years. These efforts have included on-going evaluation and adjustment of the Financial Aid office to keep pace with ever-changing state and federal financial aid regulations. Terra State also undertook an AQIP Action Project to study the configuration of the Institutional Research (IR) office, and ultimately did reorganize the IR personnel and processes, ultimately creating the position of Dean of Planning and Institutional Effectiveness to manage IR, planning, and effectiveness efforts. The College has also monitored student and program needs and has adjusted the full-time and adjunct faculty population accordingly.

The position of Dean of Students has been replaced by an Associate Dean of Students position; this revised position holds the same responsibilities for student activities, discipline, and the Behavioral Intervention Team, but has fewer supervisory responsibilities in other areas.

- 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning. (3.B)**

Additional 2015 Evidence:

In the eight-year period between fiscal year 2008 (FY2008) and fiscal year 2015 (FY2015), Terra State employed between thirty-nine (39) and fifty-one (51) full-time faculty members as of the reporting date (October 15) each year. In this same period, the ratio of annual unduplicated headcount students to full-time faculty was 85.8 students per full-time faculty member. In FY2014, this ratio had dropped to 70.5 students per full-time faculty member (with fifty-one [51] full-time faculty members). The annual unduplicated headcount numbers for FY2015 remain estimated as of this writing, but the estimates place the ratio at 81.3 students per full-time faculty member. This remains below the 8-year mean (by more than one-half standard deviation) and is the lowest value for this ratio in the 8-year period with the exception of FY2014.

- 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs. (3.B)**

Evidence from the 2011 Systems Portfolio:

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. (4P1, p. 46)

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. (4P2, p. 46)

Additional 2015 Evidence:

Terra State assures that all instructors — even those not directly employed by the College — meet the credentials described by the regulations of the Ohio Board of Regents, the recommendations of OACC, and the professional expertise of other faculty members. This is true when using the faculty members of partner institutions to deliver the College's coursework in a dual-credit format, or with Terra State's contractual and consortial partners, most notably the Ohio Institute for Real Estate Studies.

The College has recently completed a full review of full-time faculty credentialing and is in the process of reviewing the credentials of part-time faculty.

- 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures. (2.C, 3.B, 3.D)**

Evidence from the 2011 Systems Portfolio:

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 [State] 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. (4P10, p. 49)

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. (2.C, 3.B, 3.D, 4.A)

Evidence from the 2011 Systems Portfolio:

Short-term employee training needs are determined at the departmental level. Long-term employee training needs are identified through the Annual Performance Review 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 [...] 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 [...]. (4P8, p. 48)

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. [...]
- Support of professional development travel for [...] faculty [...].
- Internal training and development (4P9, pp. 48-49)

5. Instructors are accessible for student inquiry. (3.C)

Additional 2015 Evidence:

According to the currently in-force collective bargaining agreement between Terra State and the Terra [State] Faculty Association, "All faculty are required to post and maintain a minimum of thirty (30) hours on campus or at other assigned sites each week (Spring and Fall semesters). These hours include instructional contact hours and a minimum of five (5) posted office hours for meeting with students." (§8.02, p. 13, emphasis added)

This language indicates that each full-time faculty member is required to be available to students during five scheduled hours per week; in practice, many faculty members make

themselves available to students, at scheduled times and by appointment, in excess of this number of hours.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development. (3.C, 3.D)

Evidence from the 2011 Systems Portfolio:

Under new leadership [of a Vice President for Student and Administrative Affairs], the Student Affairs Division was reorganized and new directors hired for the departments of Admissions & Registration, Counseling & Advising Services, Financial Aid, and Student Activities. (6R2, p. 70)

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 (1P9, pp. 16-17)

Additional 2015 Evidence:

Terra State has highly qualified staff working in student support services areas who hold the appropriate academic credentials, have relevant experience in their related functional area, and have previous employment experience at a community college. All new employees are required to attend New Employee Orientation and participate in new employee training programs at the departmental level. Professional development opportunities are provided for staff on a continuous basis through convocation, division meetings, and special on-campus training programs. An example of a special on-campus training is the College's collaboration with the Center for Development Psychology to provide training for College employees who address the concerns, challenges, culture, and experiences of military service members and veterans attending college. Furthermore, the College supports staff who wish to attend state, regional, and national conferences. Staff regularly attend events sponsored by the following organizations: The National Academic Advising Association (NACADA), National Association of Student Financial Aid Administrators (NASFAA), Association for University and College Counseling Center Directors (AUCCCD), and the National Association of Student Personnel Administrators (NASPA).

3.D. The institution provides support for student learning and effective teaching. (3.C, 3.D, 4.D)

Evidence from the 2011 Systems Portfolio:

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

- Academic Advising
- Tutoring
- Writing Center
- Math Center
- Testing Center
- Transfer Center
- Career Services

Criterion 3.D (continued)

- Disability Services
- Counseling Services
- Student Legal Services Program
- Student Financial Aid Services [...]
- Student Email Accounts
- Veterans Services [...] (IO, p.4)

Terra [State] 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 ABLE 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 [State]'s Disability Support Services.

Students are directed to the Terra [State]'s Disability Support Services website to learn more. [...]

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 need extra attention. Student Success Mentors will contact these students. (1P10, p. 17)

The Coordinator [of Faculty Development and Training] 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 [State] Faculty Association contract. (1P11, p. 18)

Short-term employee training needs are determined at the departmental level. Long-term employee training needs are identified through the APR process. (4P8, p. 48)

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. (4P8, p. 48)

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. (6P1, p. 65)

Additional 2015 Evidence:

The goals identified (above) for the Coordinator of Faculty Development and Training were accomplished in the Coordinator's first year.

1. The institution provides student support services suited to the needs of its student populations. (3.C)

Evidence from the 2011 Systems Portfolio:

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 [State] campus.

With the expansion of allied health programs at Terra [State], 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, CIT04[10], 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 [State] 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. (1P5, pp. 13-14)

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. (1P15, p.20)

The College also determines student 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. (1P15, pp. 20-21)

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. [S]urvey participants believe Terra [State] creates a climate where veterans are welcomed and supported. (3R3, p. 42)

[Additional evidence from the *Systems Portfolio*, 1P10, has been referenced in 3.D (Disability Services, grant-funded adaptive technologies, and the Faculty Concern Alert) and in 1.C2 (Veterans Services and Developmental Education.)]

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Additional 2015 Evidence:

Students entering the College are evaluated by a standardized placement testing to ensure that they are placed and enrolled in the proper courses. This is documented in the hard bound copies listed by month/year in the Academic Service Center.

The Academic Service Center provides workshops to help Terra State's students be successful. The workshops are listed as time management, test taking skills, study and note taking skills, test anxiety, and stress management. Workshops in the documentation of research and citation of sources in academic writing have also been offered. Records of student attendance at workshops are

kept in the Academic Service Center, and instructors have been informed of their students' participation in workshops.

Terra State has a Memorandum of Understanding with Vanguard-Sentinel Career and Technology Centers ABLE. The purpose of this agreement is to provide services to eligible adult students in the area that includes Ottawa, Sandusky, and Seneca Counties, in Ohio. Terra State recruits and places students, as well as providing classroom space for pre-term bridge courses in Mathematics and English. The College also provides for students to retest via the COMPASS placement instrument for possible placement into higher-level mathematics or English courses. The bridge courses are taught by ABLE personnel, and funded by ABLE. All student records are maintained by ABLE personnel, although these students are enrolled in a zero-credit placeholder course (FOC 0810 for English, FOC 0120 for mathematics) by the College.

3. The institution provides academic advising suited to its programs and the needs of its students.

Additional 2015 Evidence:

At Terra State students are assigned both an academic and a faculty advisor. Advisor assignments are dependent upon the students' academic area of study. The College has three academic divisions and an academic advisor is assigned to each division to provide seamless support to students. The College has a large population of dually enrolled students and two additional advisors are on staff to support these 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 FOCUS II self-assessment test. Students may log on anytime and anywhere to complete this assessment using user ID and password supplied by the Office of Career Services.

Academic advisors help student explore their educational goals, assist in problem-solving efforts, plan their program of students and schedule classes. Often student are referred to faculty advisors who can also assist students with self-assessment, making career decisions, and providing information about the world of work. Academic advisors are available from during the traditional workday, evenings, and some weekends. Students may also chose to work with the faculty advisor. In some cases, faculty will engage in classroom advising to advise an entire cohort of students at one time. Other faculty may choose to advise student by meeting with them one-on-one in the faculty member's office.

Prior to students registering each term the must rate their advising experience by us the "Rate My Advisor" function located in the student portal. Advisors are able to review their scores and comments as way to enhance their academic advising techniques and approaches. The SENSE and CCSSE are also used to benchmark the College's advising efforts.

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings). (3.C, 3.D)

Evidence from the 2011 Systems Portfolio:

During August of 2011, the \$6.6 million renovation of the Arts and Health Technology Center was completed. The [updated] 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. (IO, p. 4)

Additional 2015 Evidence:

Terra State's Arts and Health Technology Center features labs for nursing, physical therapy assisting, and other allied health programs; an audio recording and production studio; visual arts studios; a dance studio; and a recital hall.

The College has changed its learning management system (LMS) from Angel to Canvas. All courses, regardless of delivery format, have an online presence within the LMS, and faculty are required to submit final grades in all courses through Canvas. All faculty members (full-time and part-time) receive training in Canvas as part of their orientation processes.

Terra State's health programs (Nursing, Physical Therapist Assisting, Medical Assisting, Health Information Technology) have developed strong clinical partnerships with area medical facilities and practitioners. These programs' students receive clinical education in hospitals and practices around the area.

In addition to the local holdings, Terra State's library participates in OhioLink, a consortium of college and university libraries — and many public libraries — in the state of Ohio, providing a variety of resources through interlibrary loan. In addition, OhioLink provides access to a wide range of academic and professional databases, providing students with the ability to search for and retrieve full-text articles from a wide variety of scholarly and popular publications.

5. The institution provides to students guidance in the effective use of research and information resources. (4.D)

Evidence from the 2011 Systems Portfolio:

Terra [State] 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 [State]. (1P5, p.14)

Additional 2015 Evidence:

In addition to GEN 1000, effective and ethical use of information and research resources are covered in ENG 1020 (Introductory College Composition), ENG 1050 (College Composition I), ENG 1060 (College Composition II), and ENG 1900 (Technical Writing); each degree-seeking student at Terra State is typically required to complete two (2) of these courses.

Moreover, Terra State's embedded model for general education ensures that these lessons are reinforced across the curriculum in program major coursework. These topics will be covered under General Learning Outcome #1 (regarding communications), and discipline-specific ways of conducting research, gathering information, and making knowledge are covered under General Learning Outcome #4. (The General Learning Outcomes are specified above, in 3.A2.)

3.E. The institution fulfills the claims it makes for an enriched educational environment. (3.C)

Evidence from the 2011 Systems Portfolio:

Terra [State]'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. (1P12, p. 18)

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. (3P2, p. 38)

Additional 2015 Evidence:

The evidence cited immediately above from the *Systems Portfolio* showcases the ways in which Terra State's efforts enhance students' educational experiences. In particular, the DL program has been highly responsive to student demand. Due in part to the funding of the College's 2009 Title III grant, the number of courses offered via DL formats (fully online and online/seated hybrid) has grown

substantially, which has enabled the College to serve students whose schedules might not fit with traditional seated course offerings.

In addition, Terra State prides itself on the customer service it provides to students and other constituents, as demonstrated by the College's performance on measures of "early experience." The College makes efforts to engage potential students early through outreach (in schools, through the Admissions Department's recruitment communications plan), and especially following up thoroughly once potential students have expressed interest and through the entire admissions and enrollment process, into the beginning of coursework (and beyond).

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Additional 2015 Evidence:

Co-Curricular programs are offered to support the College's mission "to be the catalyst for prosperity by providing quality learning experiences for life and work in our global community." In 2014 the Student Government Association approved a student activity fee to enhance co-curricular learning opportunities.

During the first week of every semester the Office of Student Activities plans welcome week festivities. 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.

The Coordinator of Student Activities works with the College and local communities to establish programs to celebrate cultural heritage months. The following months are often celebrated: Hispanic Heritage Month, Native American History Month, Pacific Islander History Month, Black History Month, and Gay, Lesbian, Bisexual, and Transgendered Pride Month. These months have been successful in raising awareness of diversity issues and ensuring that all students feel welcome and included at Terra State.

There are various clubs and organizations on campus for students to join. Each club and organization can request funding for the student activity fee to host events, speakers, or attend professional development opportunities. The College currently has ten active clubs and organizations with each having an assigned faculty or staff advisor. Annually a student organization leader retreat is held for students and advisors.

The Office of Student Activities offers other co-curricular learning opportunities based on student and faculty feedback and with the institution's mission in mind. Co-curricular learning opportunities typically provide opportunities for students to enhance their academic, social, cultural, and physical competencies. Example of co-curricular learning programs have included a guest speakers on racial profiling, a display of a portion of the AIDS quilt on World Aids Day, public deliberation board exercises in recognition of Constitution Day and countless other opportunities.

2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Evidence from the 2011 Systems Portfolio:

Terra [State] 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

Criterion 3.E (continued)

[State]’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, p. 66)

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. (9P1, p. 89)

Additional 2015 Evidence:

The information-gathering efforts detailed immediately above indicate the College’s application of its mission statement to its educational endeavors and its relations in the community. Terra State implements its mission by remaining constantly aware of where opportunities exist to catalyze success exist in the local and global economies, and reacting to those opportunities as they arise. The College’s vigilant scanning (through the Board of Trustees, advisory boards, and relationships with community leaders and educational institutions) remains one of its greatest strengths, and Terra State’s dedication to these endeavors does provide its students with the greatest possible opportunities for prosperity and success.

Criterion Four: Teaching and Learning: Evaluation and Improvement: The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A. The institution demonstrates responsibility for the quality of its educational programs. (1.E, 2.C)

Evidence from 2011 Systems Portfolio:

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. (IO, p. 2)

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 [State] graduates or students. The data is then given to the faculty to determine if goals need to be adjusted. (1P4, p. 13)

1. The institution maintains a practice of regular program reviews. (2.C)

Evidence from the 2011 Systems Portfolio:

The College reviews each program for currency and viability every three years. [...] 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 [State] 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 [State] 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.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Additional 2015 Evidence:

All the credit the College transcripts is evaluated appropriately with regard to credit hours, regardless of course delivery method. To transcribe new and existing courses, the Records Office uses a numbering system related to course discipline and level (i.e., ENG1000 is an English course

at the freshman level). Credit is awarded based upon courses that adhere to the Ohio Board of Regents credit hour policy. Equivalent credit is awarded for classroom-based courses, hybrid and distance based courses (including internships and independent studies) regardless of delivery. Methods for evaluating course credit for prior and experiential learning consist of, but are not limited to:

- AP exams
- Credit by Examination (Faculty evaluation)
- Credit by Proficiency (Faculty evaluation)
- Military education/experience
- Ohio Transfer Assurance Guides
- Ohio Transfer Module guidelines
- Ohio Career Technical Assurance Guide

3. The institution has policies that assure the quality of the credit it accepts in transfer.

Additional 2015 Evidence:

Transfer credit may be granted to a student who has completed an equivalent level course at another accredited institution. An official transcript or an analysis with credit conversion by an international credentialing agency is required to grant transfer credit and/or advanced standing for international transfer students. A transfer student may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria. Transfer Assurance Guides (TAG) or Ohio Transfer Module (OTM) coursework is evaluated by the Records office. The appropriate program director and/or faculty member evaluates non TAG/OTM coursework on a case-by-case basis and credit is granted only when approved by the College. To be considered for transfer eligibility, course credits must have been earned a grade of 2.0/4.0 scale or better. The earned grade is not transferred, and thus, the course does not affect the student's grade point average.

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Additional 2015 Evidence:

The college's student information system is set up to prevent students from registering for a course if a prerequisite is not completed. Exceptions are addressed on a case-by-case basis and require an authorized signature, typically the faculty member teaching the course. These situations may be where students may have completed a prerequisite that is not yet posted in the system or if an course equivalent to the prerequisite is being transferred from another institution.

Faculty members' credentials are vetted at the time of hiring to ensure they meet standards specified by the Higher Learning Commission and the Ohio Board of Regents. Faculty members determine the appropriate rigor of the courses they instruct. They also establish appropriate learning objectives and outcomes for each course and for programs offering degrees and/or certificates. Courses and programs are assessed through a formal college process annually. As discussed in **3.A3**, consistency in instruction and outcomes is expected for the delivery of course at other locations and using alternative formats.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Additional 2015 Evidence:

Terra State is committed to maintaining appropriate specialized accreditation for its programs, and to seeking out new opportunities to have its programs accredited by appropriate outside agencies. At present (March 2015), the College maintains the following accreditations for its programs:

- Accreditation Commission for Education in Nursing (ACEN). Terra State's Registered Nurse and Licensed Practical Nurse to Registered Nurse Completion degree programs (Associate of Applied Science [AAS]) received initial accreditation from the National League for Nursing Accreditation Commission (NLNAC) on March 27, 2013. This accreditation is now maintained with ACEN (NLNAC's successor organization). The programs are scheduled for on-site evaluation by ACEN in Fall 2017. The Ohio Board of Nursing (OBN) also monitors the instruction offered in these programs, and recently conducted an on-site evaluation of the programs (February 2015).
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Terra State's AAS in Health Information Technology and Associate of Science in Health Information management were accredited by CAHIIM on January 10, 2008, and have had that accreditation continued (September 29, 2012). These programs are scheduled for on-site evaluation during the 2017-18 academic year.
- Commission on Accreditation in Physical Therapy Education (CAPTE). Terra State's AAS program in Physical Therapy Assisting received accreditation from CAPTE on February 12, 2014. The program is scheduled for its next on-site evaluation in Spring 2019.
- Ohio Peace Officer Training Academy (OPOTA). OPOTA operates under the authority of the Ohio Attorney General's Office, and Terra State is listed by OPOTA as a basic training academy for law enforcement officers. The Basic Law Academy is offered as a stand-alone certificate course (of 32 credit hours and leading to OPOTA certification of police officer candidates) and as part of Terra State's AAS program in Police Science.

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps, Americorps).

Additional 2015 Evidence:

Terra State evaluates the success of its graduates by tracking their employment, tracking the satisfaction of employers with the education and preparation that graduates have received, and monitoring graduates' subsequent enrollments in further education. Some programs have external accreditation requirements that include close monitoring of graduates' employment rates; in these programs, students are tracked closely for a period of time following their graduation and these rates are reported to the appropriate agencies. In addition, Terra State's annual graduate survey (administered as part of the graduation/commencement process) asks students in all programs to identify their employment situation following their program (full-time, part-time; in a field related to their program, in a field unrelated to their program), and to evaluate their perceptions of their preparation to work in their chosen field based on their program of study. The advisory boards of the College's technical programs include representatives of local business and industry who often employ Terra State's graduates. These advisory board members continuously provide feedback to program faculty and academic leadership regarding the preparation of the graduates they employ, which is considered in the program review process, and used to guide needed updates to programs' curricula. The Office of Planning and Institutional Effectiveness monitors subsequent student enrollments in further education through the National Student Clearinghouse. Moreover, this activity allows the College to not only identify graduates enrolled at other institutions, but also "successful leavers" who have transferred to other institutions without earning a credential at Terra State.

4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. (2.C, 3.A)

Evidence from the 2011 Systems Portfolio:

Terra [State] 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. (1P11, pp. 17-18)

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. (1P18, p. 22)

The College’s academic assessment program encompasses assessment of student learning at the course and program level. In addition, annually, Terra [State] collects, analyzes, and provides performance reports to trustees, faculty, staff, and the Ohio Board of Regents. (1R1, p. 22)

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. (3.A)

Evidence from the 2011 Systems Portfolio:

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. (1P1, p. 11)

Additional 2015 Evidence:

Terra State publishes the program learning outcomes of each degree program in its annual *Catalog and Student Handbook*. In addition, each course syllabus lists the College’s General Learning Outcomes and the specific course-level learning outcomes for that course.

The College’s Assessment Committee, consisting of faculty members, academic administrators, and student affairs staff members, monitors assessment of learning outcomes at all levels. The committee collects and analyzes data regarding the General Learning Outcomes from all faculty, reporting results

back to the College community and making recommendations for improving performance campus-wide. The committee also reviews programs' reports of student learning outcomes at the program level, including plans for improvements, and at the course level, where appropriate.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs. (3.A)

Evidence from the 2011 Systems Portfolio:

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. (1P2, p.11)

Additional 2015 Evidence:

Terra State's 2013 *Assessment Protocol* (previously referenced in **3.B**) represented a significant revision of the plan for assessment of student learning. In addition to the revised language of the College's General Learning Outcomes, the *Protocol* places all outcomes assessment on a three-year fixed rotation. The Assessment Committee established this rotation for the College's General Learning Outcomes and asked the faculty to set a rotation for their own program- and course-level learning outcomes.

During Terra State's AQIP Quality Check-up site visit in April 2014, the peer reviewers were impressed by the 2013 *Protocol*, with one reviewer asking for a copy of the *Protocol* document for consideration, adoption, and/or adaptation on his own home campus for assessment of student learning outcomes.

3. The institution uses the information gained from assessment to improve student learning. (2.C)

Evidence from the 2011 Systems Portfolio:

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. (1P18, p. 22)

During the fall and spring, faculty meetings the coordinators assist faculty with data analysis. (1P18, p. 22)

Additional 2015 Evidence:

One of the motivators for Terra State's revision of assessment processes as expressed in the 2013 *Assessment Protocol* was the acknowledgement in the 2011 *Systems Portfolio* that "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" (1P18, p. 22). In consultation between administrators and faculty this was determined to hinge largely on two factors: (1) the fact that data collection was viewed as divorced from the analysis of those data; and (2) the sheer volume of data and analysis required — and the time needed — for annual analysis of each and every learning outcome. The 2013 *Assessment Protocol* addressed these concerns by making the analysis (and plans for improvement) part of the annual process for faculty members at the program and course levels (and for the Assessment Committee at the level of General Learning Outcomes), and by placing the assessment of all outcomes on a three-year rotation. This not only allows a clearer focus on specific outcomes within a given year, but also allows planned interventions in relation to a specific outcome time to be adequately planned, appropriately implemented, and systematically monitored and revised prior to that outcome being formally reassessed.

4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Additional 2015 Evidence:

Assessment of student learning at Terra State is overseen by the Assessment Committee, which reports to the Planning and Institutional Effectiveness council. The assessment committee is chaired by the Dean of Planning and Institutional Effectiveness, and its membership includes one Academic Dean, one non-instructional staff member, one student representative, and five full-time faculty members. In February 2013, the Assessment Committee put forward a revised protocol for assessment of student learning outcomes, based on research in best practices of assessment and which fosters planning for continuous improvement. This protocol also involved minor revision of the College's General Learning Outcomes, which was approved by the entire full-time faculty in January 2013. The College's six General Learning Outcomes are assessed campus-wide on a three-year rotation of two Outcomes per year. The protocol also stipulates that program- and/or course-level outcomes should be assessed with the same frequency. In this latter process, faculty members identify the desired outcomes for their programs (along with their advisory board members), set the rotation on which these outcomes will be assessed, determine acceptable levels of performance, design interventions to improve performance in the future, and report this information to the Assessment Committee. In the assessment processes for all learning outcomes, including general learning outcomes, faculty are responsible for identifying where various outcomes exist in their programs and courses, and what student activity or artifact will be used to evaluate student performance. In assessing General Learning Outcomes, raw data is reported to the Assessment Committee, which conducts analysis and reports findings. Two annual cycles of data collection have been completed under the new protocol by March 2015, and the analysis and reporting of the second year of assessment under the process is underway, as is data collection for the third year of the first time through the process under this protocol.

4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs. (2.C)

Additional 2015 Evidence:

Staff assignments have been modified to hold team members more accountable for recruitment and enrollment of specific populations.

Financial Aid resources have been identified that may be directed to impact new student enrollment goals. Further, financial aid deadlines and award dates have been modified to better leverage commitment and matriculation decisions among applicants.

Partnership opportunities have been explored with community-based organizations and employers to expand and further develop workforce-related recruitment and enrollment opportunities.

In recent semesters, the Division of Enrollment Services has more actively encouraged faculty members and others whose daily routines include significant interactions with students to address the importance of registering for the subsequent semester as early as possible. That is, when registration for the Spring term begins in October, faculty are asked to help encourage students to meet with their advisors and register for Spring; the same is true when Fall registration begins in March. The College has already noted a slight increase in term-to-term persistence based on this activity.

Student support needs have been identified that impact continuing students' success and persistence. These have been shared with student services teams, e.g. academic advising. One change in practice has been to require students on academic probation to meet with their academic advisor prior to

registration. Another change in practice has been to afford military service members and veterans priority registration so that they may more easily secure class days and times that fit their needs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Additional 2015 Evidence:

The college has identified new student enrollment segments. Based on demographic and historical trends within each segment, the college has created short-term enrollment goals and medium-term goals for each segment.

Environmental scan results and labor market data have been used to hone program offerings and content to best align with predicted future demands, prospective student interest, and employer need.

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Additional 2015 Evidence:

Terra State regularly monitors student retention, persistence, course success, credential completion, and transfer to four-year institutions of higher education. Persistence is measured both within academic semesters, in terms of course completion, and from term to term. The former persistence metric is reported three times annually (plus an annual summary) to the College's Board of Trustees in a "Student Success Report" and the latter metric is reported three times annually to the Board in an "Enrollment Report" (as a "continuing students" break-out category in the Report). Fall-to-fall retention is regularly monitored by the Division of Enrollment Services as part of their planning for and monitoring of enrollment targets. Credential completion is monitored on an annual basis campus-wide and on the program level in support of the College's Program Review process in which each academic program is evaluated on a five-year cycle, and as needed between Review cycles on an *ad hoc* basis. Additionally, transfer of students to four-year institutions (with or without credential) is monitored both as part of accurately reporting retention/persistence rates and as a desirable outcome in its own right, as preparing students for transfer is part of the College's mission, and those who transfer without credential are considered "successful leavers" by the College.

3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Additional 2015 Evidence:

Data has been reviewed to identify courses with the least successful outcomes. Committees have been identified to craft solutions to address individual course improvement opportunities.

Faculty and staff have created a safety net practice in which student affairs representatives are alerted when students need intervention beyond the classroom. This has streamlined the process to provide rapid responses to students with urgent needs or to those who are experiencing personal developmental milestones. Results, in aggregate, are shared with faculty to refine the process and timing of alerts.

Academic departments have augmented use of technology to more consistently and conveniently provide supplemental learning materials. Usage rates and outcomes are shared with faculty members, such that enhancements can be made in short cycles.

Usage of academic skills labs is tracked in terms of frequency of use, class percentage of use, topics of inquiry, time on task, and emerging trends. This information is shared with faculty so that enhancements may be made within the classroom and/or online delivery of course content, and that homework assignments can be adjusted.

Academic program completion data is shared broadly with academic and student affairs employees. Student affairs personnel such as financial aid, student records and student accounts/bursar work collaboratively to resolve student issues and their intentions to discontinue attending. Oftentimes these concerns are predicated by financial concerns. A comprehensive philosophy has been adopted such that options are presented that maximize student persistence and student success.

Academic departments review class schedule demands and trends to adjust class offerings to best meet student demand and to facilitate registration and streamlined completion.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Additional 2015 Evidence:

As mentioned in 4C.2 (above), Terra State measures persistence both within academic semesters and from semester-to-semester. Students are considered to have persisted within a course in a given semester if they complete the course with a grade of A, B, C, D, S (satisfactory), or PR (progressing); students have not persisted in any course in which their final grade is F, W (withdrawn), or U (unsatisfactory). Semester-to-semester persistence is measured by a percentage (fraction) of the students enrolled in the earlier semester still enrolled in the subsequent semester. Students enrolled in Fall Semester persist to Spring; those enrolled in Spring Semester persist to Summer and/or Fall; students enrolled in Summer Semester persist to Fall. In any case, those students who graduate (except those who graduate and re-enroll), and those students who transfer out are removed from both the numerator and the denominator in this calculation.

Retention is calculated on a fall-to-fall basis by examining the percentage (fraction) of students enrolled in one Fall Semester who remain enrolled in the subsequent Fall semester. As with semester-to-semester persistence, those who graduate (and do not re-enroll) and those who transfer out are removed from both the numerator and denominator in this calculation.

The College measures credential (degree/certificate) completion primarily by credential count, as this is the figure utilized by the State of Ohio in calculating community college funding. Internally, these figures are viewed in conjunction with number of students enrolled in a program in evaluating program vigor. The 100%, 150%, and 200% graduation rates of the IPEDS first-time full-time cohort are calculated annually, as required. The college also participates in the Voluntary Framework of Accountability (VFA), and VFA graduation and persistence/retention rates are also calculated.

Criterion Five: Resources, Planning, and Institutional Effectiveness: The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future. (2.A, 2.B, 3.D)

Evidence from the 2011 Systems Portfolio:

[One of Terra State's *Vision 2016*] Strategic Goals: Expand the College's resource base. (IO, p. 2)

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. (2P5, p. 33)

[C]ouncils, 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. (5P5, p. 58)

Administrative support services results are viewed by the appropriate Vice President for the department/division. (6R1, p. 70)

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. (6R3, p. 70)

Terra [State]'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. (6R3, p. 70)

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. (7P6, p. 77)

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. (2.B, 3.D)

Evidence from the 2011 Systems Portfolio:

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.

Criterion 5.A (continued)

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 (IO, p. 3)

Terra [State] offers an array of services to meet the academic and non-academic needs of its student body. A non-exhaustive list is provided below. [This list was previously cited in 3.D.] (IO, p. 4)

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. (2P5, p. 33)

Terra [State] 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. (5P6, pp. 58-59)

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. (6P2, p. 66)

2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. (2.A)

Evidence from the 2011 Systems Portfolio:

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 [State]'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. (3I1, pp. 44-45)

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 [State]'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 [State] has been successful in creating a sound and healthy financial base for the operations of the institution. (6R3, p. 71)

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. (8R5, p. 87)

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Additional 2015 Evidence:

In October 2014 semester, the Planning and Institutional Effectiveness (PIE) council conducted an audit of the goals, initiatives, and action items associated with the *Vision 2016* strategic plan. At that point, it was determined that the five-year timeline of the plan was 65% elapsed, and that 65% of the action items in the plan had been completed and could be retired. This information was shared with the Board of Trustees, and as each goal in the plan comes up for monitoring, a report of the closed action items is being presented, along with reports on the progress on the remaining action items. As the remaining goals, initiatives, and action items were the longest-term outcomes in the plan, and the farthest away at the time of planning, this audit also examined whether the remaining goals, initiatives, and action items were feasible in the (then) 21 months remaining in the plan's timeline. PIE noted that these items were feasible and realistic and forwarded that information to the President for communication to the Board. The College intends to complete the *Vision 2016* strategic plan by the end of 2016, and have a new strategic plan ready to launch as *Vision 2016* is completed and retired; to this end, the College is currently engaging in research and planning so that the new plan will continue to contain goals crafted to enhance, improve, and stretch the College while remaining cognizant of Terra State's organization, resources, and opportunities.

4. The institution's staff in all areas are appropriately qualified and trained.

Additional 2015 Evidence:

According to Terra State's Employment Policy, the responsibility for the selection of candidates to fill full-time faculty positions and administrative positions of Dean rank or higher rests with the President, who will notify the Board of Trustees of such selections and appointments. The President has responsibility for appointments to all other positions, including full-time administrative positions of lower than Dean rank. Candidates for employment are selected based upon their qualifications, training, education, skill, experience, character, and the requirements of the job description, in conformance with the College's Equal Employment Opportunity policy.

Terra State Community College's Professional Development policy states that Terra State is committed to a professional development program for all employees. All full-time and reduced appointment employees shall be eligible for and responsible to participate in the professional development/in-service training programs of the College. In accordance with this policy, Terra State Community College holds convocation twice a year for employees to participate in professional development, September and January. On these days, the College offices are closed so that all employees have an opportunity to participate. Past agenda topics have included trainings related to: academic integrity, academic programs offered at Terra State, advising, assessment, Behavioral Intervention Teams (B.I.T.), Canvas (Learning Management System), dealing with confrontational students, safety, strategic initiatives, team building, verbal judo, and working in smart classrooms, to name a few.

Terra State Community College offers full-time, reduced appointment, and regular part-time non-student employees an instruction fee waiver for courses taken at Terra State Community College.

In accordance with Terra State Community College's Employee Standards/Code of Ethics policy, all Terra State personnel shall accept the appropriate responsibility assigned to them, and cooperate by timely completion of assigned work and/or duties of their position. Employees are required to meet the minimum standards of performance for their jobs; staff evaluations are provided on an annual basis in accordance with Terra State Community College's Performance Evaluation policy. Performance evaluations are meant to provide a systematic method for each employee to measure his/her development, to discuss his/her performance with the supervisor, to know how well he/she is meeting the requirements of the position, to encourage motivation of the employee, and to gain supervisory assistance with the correction of any problem areas.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Additional 2015 Evidence:

Terra State's budget planning process is guided by our Vision 2016, a five year strategic plan that has identified 112 action items that will strengthen the College and provide additional resources for the future. The College has been successful in completing these action items over the past few years and has proven to be successful.

Terra State's budgeting process encompasses all budget managers under five key areas; Vice President for Academic Affairs, Vice President for Institutional Advancement, Vice President for Financial Affairs, Director of Marketing and Auxiliary Services, and Director of Human Resources. Budgets are monitored at the departmental level as well as the vice president and the College levels. Variances in budgets are investigated and appropriate actions are taken place.

The College has a consistent budget planning process that has been in place for many years that provide detail analysis and reporting information to assist each budget manager.

Each year, the college's budget is **developed** using, projected enrollment, projected state appropriation, projected auxiliary income, and projected external resources. The President's cabinet discusses the budgeting process and develops the budget guidelines. These budget guidelines provide budget scenarios to provide for flexibility and opportunities as the actual income resources are identified. The President provides a forum at beginning of the planning cycle for budget managers and employees updating them on current budget as well as priorities and budget updates for the next fiscal year. The budget guidelines and templates are submitted to department managers for inputting their recommendations and needs. The budget information consisting of budget narrative and budget template that is discussed at a budgeting hearings with each department manager. At these budget hearings, the budget manager along with their vice president or director presents their needs to the President, Vice President for Financial Affairs, and Coordinator of Financial Services. After these budget hearings the information is compiled into College's budget. Upon review by the President cabinet the budget for the following fiscal year is presented to the Finance Committee of the Board of Trustees to review and discuss. The Board of Trustees adopts the budget before the start of the fiscal year most often at June board meeting.

The Board of Trustees **monitors** the budget and expenditures throughout the year. At each board meeting the financial reports are presented and discussed. The financial reports provide the balance sheet, income & expense statement, detail expense report, and budget narrative summary sheet. These reports provide comparison of the budget to actual as well as the previous year's activity. The board is actively involved with monitoring the College budget.

The College's enterprise resource planning system has detail budget reports for budget managers to review their budget compared to actual costs. These reports can be run anytime throughout the year for budget managers to control their expenditures.

The College has two major budget control systems in place to control costs. They are personnel action forms and operating requisitions. The College personnel are our largest budget category for salaries and benefits. These expenditures are closely monitored by the Director of Human Resources to ensure that personnel budgets are within budget allocations. The Director of Human Resources and the President approve all new positions and ensure that they are within our budget guidelines. Any personnel request for part time employees are controlled by the personnel action form that is prepared by the budget manager and reviewed by Human Resources.

Terra State's operating expenditures are tracked closely by our enterprise resource planning system that the budget managers were they process all requisitions for expenditures. These are approved by the budget managers and formal approval by Vice President for Financial Affairs. The President also approves every expenditure over \$5,000 as well. This system will identify any requests that do not have sufficient funds for budget managers to review and correct.

The past three years have seen decreases in enrollment that have provided less tuition revenue in the budget. The College has had to right size our personnel to respond to this decrease in revenue. The College has become more efficient and has placed more responsibilities upon key individuals. Initiatives were undertaken to increase revenue- better recruiting and retention activities, restricting our tuition and fees, creating a goal oriented tuition structure to encourage students to attend full time, and enhance our awarding scholarships to recruit students. Through these past few years our budget development process has become more transparent and responsive. Despite these financial challenges, the College is maintained the quality of education it provides. The College is focusing on concentrating on our core courses and provides pathways for students to graduate sooner without course restrictions. The College has developed a 'completion plan' to assist our students in graduating.... And student degree completion....

The College has a well maintained and beautiful campus. The College recently completed three major building renovations projects to ensure high quality environment. Instead of building new structures we have invested into our existing facilities and enhanced their energy efficiency as well. These renovations has enhanced our classroom, laboratories' and learning environment for our students. The College completed these with funding from state appropriations, bonds, and local funds.

The College has made major advancement with our learning management system and staff support for our faculty and students. This has been implemented over the past few years as a result of Title III funding. This LMS is critical for students to enhance their learning experience.

The College in partnership with University of Toledo is implementing a new enterprise resource planning system that is widely used by other Colleges across the nation. This is a major investment of the College in approximately over half million dollars. This process has also developed a partnership with Univ of Toledo to provide staffing for information technology to develop a sustainable model.

5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. (1.C, 1.D)

Evidence from the 2011 Systems Portfolio:

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. (IO, p. 6)

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. (IO, p.7)

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. (IO, p. 7)

Key committees that participate in decision-making processes at Terra [State] include the Planning and Institutional Effectiveness (PIE) Council and the Council for Academic and Student Affairs (CASA). (IO, p. 7)

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. (812, p. 87)

Additional 2015 Evidence:

At present, the President's Cabinet at Terra State is made up of: the Vice President for Financial Affairs, the Vice President for Institutional Advancement, the Vice President for Academic Affairs, the Director of Marketing and Auxiliary Services, and the Director of Human Resources.

The Administrative Council has been replaced by the President's Leadership Council (PLC); the membership remains the same.

The Council for Academic and Student Affairs (CASA) is currently chaired by the Vice President for Academic Affairs, and its membership consists of the academic deans, several student affairs directors, representatives of faculty and staff, and a representative of Student Government.

The Planning and Institutional Effectiveness Council (PIE) is currently chaired by the Dean of Planning and Institutional Effectiveness, with membership comprising the vice presidents, the academic and administrative deans, several academic and student affairs directors, representatives of faculty and staff, and a representative of Student Government.

The Retention, Enrollment, Success, and Completion Unit (RESCU) is an additional shared governance council constituted in the fall of 2014, and charged with monitoring all aspects of enrollment planning and implementing the College's 2014 *Campus Completion Plan*, a two-year plan for improving student success and completion adopted by the College's Board of Trustees in June 2014 and submitted to the Ohio Board of Regents on July 1, 2014 (this was required of all public colleges and universities in Ohio in 2014). RESCU is co-chaired by the Vice President for Institutional Advancement and the Director of Marketing and Auxiliary Services, and its members include: the academic and administrative deans, directors from the Division of Enrollment Services and Financial Affairs, the Manager of Workforce Development, faculty and staff representatives, and a representative of Student Government.

1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance. (1.D)

Evidence from the 2011 Systems Portfolio:

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. (4P12, p. 51)

2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. (1.C)

Additional 2015 Evidence:

Terra State's governing board has policies that require the trustees to maintain familiarity with institutional practices, and to provide oversight for the College's financial and academic policies and practices, and meet its legal and fiduciary responsibilities. Board policies are reviewed annually and the Policy and Evaluation Review Committee meetings (the governing board operates as a Committee of the Whole), and changes are made as necessary. The Finance Committee meetings allow for specific review of fiduciary practices, and this committee meets two scheduled times, and arranges for additional meetings as needed to address fiduciary responsibilities as issues surface (again, the board operating as a Committee of the Whole). Contact with appropriate legal representation, generally through the State of Ohio Attorney General's Office (AGO), or an AGO-appointed legal counsel for specific issues, is common when issues surface that require legal guidance. The Ohio Ethics Commission is consulted when issues arise that are ethically

questionable. The Terra State governing board takes great care in ensuring fiduciary and ethical practices are upheld.

3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. (1.D)

Evidence from the 2011 Systems Portfolio:

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. (IO, p. 7)

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. (1P15, p. 20)

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. (1P16, p. 21)

Leadership abilities are encouraged, developed and strengthened among faculty, staff, and administrators at Terra [State] 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*. (5P9, pp. 59-60)

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. [This refers to the design and implementation of the *Vision 2016* strategic plan.] (8P3, p. 86)

5.C. The institution engages in systematic and integrated planning. (1.D, 2.A, 2.B, 2.C, 2.D, 3.D, 4.C, 5.A, 5.D)

Evidence from the 2011 Systems Portfolio:

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). (1P1, p. 11)

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. (1P15, p. 20)

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. (1P16, p. 21)

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. (2P4, p. 33)

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. (3P3, p. 39)

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. (8P4, p. 86)

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. (8P5, p. 86)

1. The institution allocates its resources in alignment with its mission and priorities. (2.B, 3.D)

Evidence from the 2011 Systems Portfolio:

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. (IO, p. 7)

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. (IO, p. 10)

Terra [State]'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. (7P2, p. 75)

[T]hrough 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. (7P6, p. 77)

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. (8P6, p. 86)

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. (2.C, 4.C)

Evidence from the 2011 Systems Portfolio:

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 [State] 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. (1P13, p. 19)

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. (3I2, p. 45)

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. (8P6, p. 86)

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. (8P7, p. 86)

Additional 2015 Evidence:

More recently, the position of CFO has been more stable at Terra State, and the methods used for calculating program revenues and costs have, therefore, been more consistent in the Program Review process. This has enhanced the process because the College is now able to know that, once enrollment variations are accounted for, the costs and revenues of programs reviewed in different fiscal years are being calculated and presented on the same basis.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups. (1.D, 5.A, 5.D)

Evidence from the 2011 Systems Portfolio:

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. (1P3, p. 11)

Based on input from the community and faculty, Terra [State] has created a lectureship and has hired a full-time faculty member to oversee expansion of Fine Arts at Terra [State]. (1P3, p. 12)

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. (1P4, p. 13)

Commonly, students [serving on the College's shared governance councils] are asked to gather additional input from their peers regarding an issue and share this information with the council for further discussion. (1P15, p. 20)

Terra [State] continues to use a comprehensive strategic planning process involving the collection and compilation of primary data directly from the community it serves. (2P1, p. 32)

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. (3P1, p. 37)

Based on the input from Terra [State]'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. (8P1, p. 82)

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. (2.A)

Evidence from the 2011 Systems Portfolio:

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. (1P3, p. 12)

In the classroom, many types of teaching techniques, including multimedia programs, modular exercises, computer-assisted instruction, lectures and the Internet are used [...]. (1P9, p. 17)

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). (7P1, p. 75)

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 [State] 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. (7P4, p. 76)

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. (2.A, 4.C)

Evidence from the 2011 Systems Portfolio:

With the expansion of allied health programs at Terra [State], 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 [State] 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. (1P5, p. 14)

Terra [State] 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. (1P5, p. 14)

Terra [State] 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. (1P9, p. 16)

Terra [State]'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. (1P12, p. 18)

Additional 2015 Evidence:

Distance learning at Terra State has continued to grow since 2011, thanks in part to the College's successfully-funded federal Department of Education Title III Grant, which began in 2008 and ran through 2013. This grant focused exclusively on building capacity in and increasing implementation of distance learning course delivery (fully online and hybrid course formats), and the goals and target metrics established for "success" under this grant were all exceeded by the end of the grant's term in September 2013.

In addition, Terra State has taken seriously the constant growth and shifting in technologies. Throughout the 2011 *Systems Portfolio*, the College references the Angel learning management system (LMS), and the College's database systems (CAMS, PowerFAIDS, and Great Plains). The College's staff learned of the scheduled end-of-life for Angel, and took proactive steps to both continue and enhance the services provided to campus constituents through this platform. A team was assembled to explore alternatives to the Angel LMS, and select the product that would replace Angel on Terra State's campus. Ultimately this team selected the Canvas LMS, and the College implemented a year-long scale up of using Canvas, with the final, full implementation step coinciding with Angel end of life in the Fall of 2013.

Additionally, the College is in the process of transitioning its three database systems to the Banner enterprise resource planning system (ERP). This project is being undertaken in partnership with the University of Toledo, and will enhance data operations through integration and redundancy, in addition to bringing Terra State's database operations onto an industry standard platform.

**5.D. The institution works systematically to improve its performance.
(2.C, 2.D)**

Evidence from the 2011 Systems Portfolio:

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. (5P2, p. 57)

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. (6P5, pp. 69-70)

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 [State] 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. (7P5, p. 76)

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 [State] 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. (7P5, p. 76)

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. (8P1, p. 82)

[T]here 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. (8R1, pp. 86-87)

1. The institution develops and documents evidence of performance in its operations.

Additional 2015 Evidence:

The personnel of Terra State regularly document the operational and strategic activities of the College and report those activities to the Board of Trustees in the form of scheduled monitoring reports. These reports cover the objectives of the College's strategic plan (currently *Vision 2016*); the fiscal operations of the College; the activities of recruitment, retention, and enrollment; and the metrics and plans concerning student success, credential completion, and student learning outcomes.

Moreover, Terra State regularly reports on all aspects of operations to the Ohio Board of Regents through the HEI data reporting system, and other scheduled reporting. The HEI system collects and warehouses data on aspects of College performance as diverse as: Student entrance, college enrollment, course enrollment, and credential completion; Student financial aid; The College's fiscal and budget operations; Physical facilities and facilities usage; Course inventories; and employee demographics, workload, and compensation. These data are used for benchmarking against other colleges in the State of Ohio, through HEI outputs, and for strategic planning purposes.

Terra State also participates in national benchmarking through surveys and benchmarking consortia. Beginning in 2009, the College participated for five consecutive survey administrations (through 2013) in the Community College Survey of Student Engagement (CCSSE), and has established intern baseline measures based on this participation, as well as benchmarking against the national CCSSE cohorts during that time. In addition, the College engaged in three-year baseline participation in the Survey of Entering Student Engagement (SENSE), from 2010 to 2012, benchmarking against the national cohort on the SENSE metrics. Terra State will, moving forward, participate in these three surveys on a triennial basis with participation in SENSE next scheduled for Fall 2015, and participation in CCSSE in Spring 2016. Additionally, in 2013-14, the College participated in the National Community College Benchmarking Project (NCCBP), administered by

Johnson County Community College, and is participating in 2014-15 in the Voluntary Framework of Accountability (VFA), administered by the American Association of Community Colleges.

This system of reporting and benchmarking enables Terra State to both develop and document a sustained record of its performance in the objectives of all facets of its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. (2.D)

Evidence from the 2011 Systems Portfolio:

Terra [State] 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 [State]'s President conducted "Listening and Learning" sessions throughout the College's market area to solicit community input for new programs and services. (2P1, p. 32)

Terra [State] 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. (5P3, p. 57)

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. (6P5, p. 70)

Based on the input from Terra [State]'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. (8P1, p. 82)

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. (8I1, p. 87).

Additional 2015 Evidence:

In the same way that Terra State refined its approach to strategic planning in the *Vision 2016* process, the College's next strategic plan, now in its nascent stages, will employ more sophisticated planning strategies and establish firmer baseline metrics and criteria for success in relation to those metrics. The President and the Dean of Planning and Institutional Effectiveness are currently researching planning methodologies in order to select and/or develop the process that will be used throughout the coming year to create the College's next strategic plan.