

# *Terra State Community College* Campus Completion Plan 2014-2016

Presented to the Ohio Board of Regents  
**June 30, 2014**



## **College Mission**

The Mission Statement of Terra State Community College is: *To be the catalyst for prosperity by providing quality learning experiences for life and work in our global community.* Terra State strives to realize this Mission by providing our students with the educational experiences they need to succeed both in their vocations and as citizens. These goals influence our completion strategies by focusing our attention on the ways in which traditional notions of success in higher education align with our students' goals for personal and professional growth, and by increasing our awareness of the ways in which this alignment can be improved for the benefit of the students and the College.

## **Barriers to Persistence and Completion**

As the College Completion Plan working groups and the State Share of Instruction (SSI) Task Force met to investigate the barriers to student success and establish desired outcomes in response to these barriers, there were a number of common themes that cut across the various defined "engagement periods" (Connection, Entry, Persistence, Completion, and Other Areas) and emerged as major impediments to the success of Terra State's Students. These areas are:

- Academic Advising — assistance with and/or verification of student course selection by a professional staff advisor or a program-appropriate faculty advisor;
- Student Transportation — transportation to and from the College, especially for students residing on the edges of the service area;
- Understanding and Preparing for College Readiness — A number of different facets of this area were identified including the College's interactions with feeder high schools and those schools' students, developmental education placement

- and advising, and ensuring that area high school students know what it means to be college-ready and where they stand in terms of that readiness;
- Scheduling of Courses — The College lacks a master schedule of courses which takes into account student demand and course sequencing, and students must, therefore, negotiate scheduling of required courses on an *ad hoc* basis; a master schedule needs to be developed for each major academic term (Fall, Spring, Summer), based on these factors, with courses offered within the master schedule based on enrollment projections.

In addition to these barriers, it was noted that there are key student demographics which explain roughly 40% of the variation in successful course completion for our student population; these include:

- Female;
- Hispanic;
- Age 25-39;
- Has dependents;
- Pell Eligible

Follow-up survey and focus group research is planned to investigate what, in particular, these student groups find difficult about higher education, and to learn how students in other demographics cope with those same issues; research to be conducted by Terra State’s Office of Institutional Research and to be presented to the Planning and Institutional Effectiveness Council by December 2014.

## Completion Goals for 2014-2016

### Completion Strategies Currently Being Implemented

Listed below are strategies addressing the major barriers described above; each significant barrier is addressed by one strategy in this list.

- Advising for Students — Each student is assigned a professional staff advisor and a faculty advisor appropriate to their academic program. Students are encouraged to meet with one of their advisors when scheduling courses for the

Student Demographics	Entering		Continuing		Returning		Transfer-In		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Total	628		1794		187		289		2898	
Enrolled Part-time	413	65.8	1092	60.9	130	69.5	150	51.9	1785	61.6
Developmental Education Needs	228	36.3	332	18.5	66	35.3	110	38.1	736	25.4
Female	345	54.9	1028	57.3	85	45.5	165	57.1	1623	56.0
Male	283	45.1	766	42.7	102	54.5	124	42.9	1275	44.0
High School Age	299	47.6	215	12.0	5	2.7	20	6.9	539	18.6
18-24	228	36.3	648	36.1	69	36.9	147	50.9	1092	37.7
25 and over	101	16.1	931	51.9	113	60.4	122	42.2	1267	43.7
Ohio Resident	628	100	1783	99.4	187	100	286	99.0	2884	99.5
<b>Race/Ethnicity</b>										
American Indian / Alaska Native	1	0.2	9	0.5	1	0.5	0	0.0	11	0.4
Asian / Asian American	5	0.8	4	0.2	1	0.5	0	0.0	10	0.3
African American / Black	18	2.9	60	3.3	12	6.4	26	9.0	116	4.0
Hispanic	55	8.8	139	7.7	11	5.9	21	7.3	226	7.8
Non-Resident Alien	4	0.6	4	0.2	0	0.0	0	0.0	8	0.3
Two or More Races	12	1.9	11	0.6	3	1.6	3	1.0	29	1.0
White	514	81.8	1522	84.8	159	85.0	232	80.3	2427	83.7
Race/Ethnicity Not Reported	19	3.0	45	2.5	0	0.0	7	2.4	71	2.4

**Table 1.** Demographics of Terra State Community College Students for the Fall 2013 semester.

next academic term. Students are also required to develop a Plan of Study as part of GEN 1000 (the College’s first-year seminar course). *Academic advising presents an opportunity for enhancement as faculty advising is under-utilized, professional advisors are often overloaded, and advising is not required;*

- Partnership with TRIPS — Currently, TRIPS (a low-cost public transportation system) operates within Sandusky County. Terra State is in the process of establishing a voucher system with TRIPS that would allow the College to facilitate students’ purchase of and payment for TRIPS’s services. *This strategy is currently under in the planning stages for enhancement by connecting Sandusky County’s TRIPS service with the SPARC service in Erie County, using Bellevue as a transfer point; this would connect the City of Sandusky with Terra State’s Campus;*
- College Access Advisors in Feeder High Schools — This program is designed to educate high school students about what it means to be college-ready, and to

make those students who may not believe that they are “college material” aware of technical/vocational education opportunities at the college level; this is not strictly recruitment for Terra State, but a service of the College to raise awareness among high school students and their families. *This strategy could be further enhanced with greater emphasis on connecting with students interested specifically in technical/vocational education within the high school setting;*

- Master Course Schedule — The implementation of a coordinated master schedule of courses has begun on Terra State’s campus. For Fall 2014, the Division of Business, Communication, and the Arts has implemented a coordinated schedule of general education, technical, and business courses to allow students to schedule courses in convenient blocks. *Opportunities for enhancement of this strategy exist in terms of expanding this effort to coordinate schedules campus-wide and closer planning based on enrollment history and projections.*

#### Objectives for Enhancing Completion and Success in Every Enrollment Phase

In addition to the enhancements in progress listed above, the College Completion Plan Team and the SSI Task Force recommend the adoption of these *objectives* for enhancing student engagement, success, and completion.

##### Early Connection to the College:

- Increase College presence in feeder high schools;
- Increase recruitment of College Credit Plus students;
- Increase enrollment of non-traditional students in vocational and technical education programs;
- Administer Compass test to high school students to improve their awareness of college readiness.

##### Entry to the College:

- Increase number of computer stations available for general (non-classroom) use;
- Establish equivalency in support services for distance learning students (compared with services offered on campus);
- Increase Compass scores through implementation of Compass test preparation (available or mandatory);
- Mandate academic advising process until students have achieved sophomore standing (30 college-level credit hours completed);
- Increase first-term enrollment in GEN 1000;
- Offer broadly thematic sections of GEN 1000 by area of study.

#### Student Progress toward Degree:

- Increase formal faculty advising;
- Establish a student orientation program for each academic program offered by the College;
- Create up-to-date and accurate program pages on the College Website for each degree and certificate program;
- Standardize letter grades across programs (A/B/C/D/F or S/PR/U, plus W/I);
- Improve course success rates in high-W/F/U, high-enrollment courses (see *Table 2*, below);
- Implement group advising by program of study;
- Increase priority registration options;
- Increase course success by College Credit Plus students;
- Increase course success by the College’s general student body;
- Expand flexible scheduling.

#### Degree Completion

- Provide faculty and professional advisors with training regarding developmental education placements;
- Evaluate program and curriculum offerings for continued relevance and viability;
- Establish two-year master schedule;
- Establish and increase participation in a TRiO program;
- Offer CLEP/DANTES testing on campus;

Course ID	Total Enrollment	D	F	W	Total	%
ACC1100	578	34	151	80	265	45.9
DLS1090	1942	110	559	217	886	45.6
ENG1050	1310	33	364	134	531	40.5
MGT1190	553	27	138	68	233	42.1
MTH0140	1465	95	365	132	592	40.4
MTH1310	1241	95	290	181	566	45.6
PSY1210	1407	107	307	153	567	40.3

**Table 2.** Enrollments and grades in high failure rate courses (D/F/W > 40%) for FY 2012 and FY 2013. High-enrollment defined as  $N > 500$  over the two-year span. *Data source: Terra State Community College OBR/HEI Reporting, Summer 2011 to Spring 2013.*

- Increase student use of alternative credit procedures (CLEP/DANTES, credit by exam, prior learning, etc.);
- Increase degree/certificate/TM completion among College Credit Plus students (including one additional year after high school graduation);
- Automatically award “reverse transfer” associate degrees to students who transfer to other institutions and complete degree requirements there;
- Increase degrees/certificates awarded by eliminating the application process.

#### **Other Areas of Success and Completion**

- Reinforce work/life balance skills from GEN 1000 in all courses and co-curricular activities.

#### **Workforce Development**

- Award earned, but unclaimed, credentials (primarily certificates);
- Develop a Level 2 (>30 semester credit hour) “Journeyman Certificate” to award for students completing apprenticeship programs and earning State of Ohio Journeyman credential;
- Promote workforce development aspect of agribusiness and other programs not currently considered workforce development).

In the pages that follow, these objectives are further described and defined. Note that these are stated as broad objectives, which may each be served by a number of initiatives or strategies to achieve the objective. The matrix which follows repeats the listing of objectives, defines the metric by which we measure performance in relation to each objective, and provides our the College’s current performance on that metric, the level of performance the College will deem “acceptable” by June 30, 2016, and the level of performance that the College aspires to achieve within that timeframe. The matrix also includes the due date for the objective, particularly where these differ from the duration of this *Plan*, and the responsible party within the College (by position title) for leading efforts on each Objective. Finally, the matrix aligns each objective with the areas of OBR’s College Completion Plan initiative, the metrics of the *Voluntary Framework of Accountability*, the Higher Learning Commission’s *Criteria for Accreditation*, and the categories of HLC’s Academic Quality Improvement Program (as reported in the *Systems Portfolio*).

Please also note that the **responsible party** listed for each objective will be responsible for bringing together the appropriate group of people around each objective, working with that team to develop specific initiatives or strategies in service of reaching the objective, and working with the Division of Institutional Advancement to document actions taken and measure impact on the desired outcome of the objective.

**Campus Completion Plan — Terra State Community College — Target Metrics**

Outcome	Metric	Current Performance	Acceptable Performance	Aspirational Performance	Target Due Date	Responsible Party	CCP Category	VFA Metric	HLC Criterion	AQIP Category
Increase College presence in feeder High Schools	Number of High School Visits, per year	88	100	110	6/30/15	Dean of Enrollment Services	Connection	—	1D	5
Maintain at current levels or increase recruitment of College Credit Plus Students (Tech Prep/PSEO)	Unduplicated Annual Headcount	637	635	700	6/30/15	Dean of Enrollment Services	Connection	—	1C, 1D	5
Maintain at current levels or increase enrollment of non-traditional students in vocational and technical programs	Unduplicated Annual Headcount	1375	1375	1400	6/30/15	Academic Deans; Dean of Enrollment Services	Connection	CTE1	1B, 1C, 1D	5
Administer Compass test to high school students to improve awareness of college and college readiness	Number of Compass Tests administered to high school students	0	100	200	6/30/16	Dean of Enrollment Services	Connection	DEV1	1D	3
Increase number of computer stations dedicated to general (non-classroom) use	Number of Computer Stations available	39	50	60	6/30/16	Director, IT	Entry	—	3D4	3
Increase Compass scores through implementation of Compass test preparation	Mean Compass Scores	Reading: 77.0 Writing: 59.9 Pre-Alg: 49.2 Algebra: 35.6 Coll. Alg: 59.4	Reading: 80 Writing: 63 Pre-Alg: 51 Algebra: 38 Coll. Alg: 62	Reading: 83 Writing: 66 Pre-Alg: 54 Algebra: 41 Coll. Alg: 65	6/30/16	Dev Ed Faculty; Director, ASC	Entry	—	3E1, 4A4	3
Mandatory academic advising until sophomore standing (faculty/professional advisor)	Proportion of first-year students completing advising	Required for Intake only	100%	100%	3/15/15	Dean of Enrollment Services	Entry	2Y2, 2Y3	4C	3

**Campus Completion Plan — Terra State Community College — Target Metrics**

Outcome	Metric	Current Performance	Acceptable Performance	Aspirational Performance	Target Due Date	Responsible Party	CCP Category	VFA Metric	HLC Criterion	AQIP Category
Establish equivalency in support services for distance students	Proportion of identified services with DL equivalents	Identification of Services in Progress	100%	100%	6/30/16	Director, ASC	Entry	—	3A3, 3D, 3E	3
Increase First-term enrollment in GEN 1000	Proportion of students enrolled in GEN 1000 in first term	38.7%	90%	100%	6/30/16	Dean of Enrollment Services	Entry	2Y1	3D2	2
Offer broadly thematic sections of GEN 1000 by area of study	Proportion of themed sections offered	3.9%	40%	50%	SPRI 2016	Dean, BCA	Entry	2Y3	3D2	2
Increase formal faculty advising	Number of formal advising appointments by faculty	Faculty Report advising approx. 300 students (low estimate)	50% of continuing students	100% of continuing students	6/30/16	Academic Deans	Progress	2Y3	3D3	3
Establish a student orientation program for each academic program offered by the college	Proportion of academic programs with program-specific orientation	Common in Allied Health Programs; Police Academy	80%	100%	6/30/15	Academic Deans	Progress	2Y3	3D2	2, 3
Create program pages on College Website for each degree and certificate program	Proportion of academic programs accurately represented on the Website	Assumed 0%	100%	100%	6/30/15	Director, IT; Academic Deans	Progress	2Y4A, 6Y1	2B	5
Standardize letter grades across programs (A/B/C/D/F or S/PR/U + W/I)	Number of programs using standard grading	Will be 100%, Fall 2014	100%	100%	9/01/14	VPAA	Progress	—	3A3, 3D, 3E	6
Improve course success rate in high-W/F/U, high-enrollment courses	A/B/C/D/S rates in courses	Per course (Table 2 in <i>College Completion Plan</i> )	Improve all A/B/C/D/S rates to ≥50%	Improve all A/B/C/D/S rates to College mean	6/30/16	VPAA	Progress	2Y1, 2Y2	—	2

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Outcome	Metric	Current Performance	Acceptable Performance	Aspirational Performance	Target Due Date	Responsible Party	CCP Category	VFA Metric	HLC Criterion	AQIP Category
Implement group advising by program of study (faculty and/or professional advisors)	Number of students advised in group sessions	0	50%	100%	6/30/16	Academic Deans	Progress	2Y2	3D3	3
Increase priority registration options	Number of eligible students; proportion of eligible students using priority registration	118 Students Eligible; 8% of eligible students participated	50% of Eligible Students	100% of Eligible Students	6/30/16	Dean of Enrollment Services	Progress	2Y1, 2Y3	1C2	3
Increase course success by College Credit Plus students	FTE success of C&CR students (incomplete FY 2014 Data)	103.1	130	150	6/30/16	Academic Deans	Progress	2Y1, 2Y2, 6Y2, 6Y3, 6Y5, 6Y7	1C2	—
Increase course success by general College student body	FTE success of students (incomplete FY 2014 Data)	756.0	900	1000	6/30/16	Faculty Academic Deans	Progress	2Y1, 2Y2, 6Y2, 6Y3, 6Y5, 6Y7	1C2	—
Expand Flexible scheduling	FTE success in flexibly scheduled/accelerated courses (incomplete FY 2014 Data)	172.5	180	200	6/30/16	Academic Deans; Lead Faculty Registrar	Progress	2Y1, 2Y2, 6Y2, 6Y3, 6Y5, 6Y7	3A3, 3D, 3E	2
Provide faculty and professional advisors with training regarding developmental education placements	Number of students placed in appropriate sequential courses	% Incorrect: English: Placement 13.1%; Sequence 15.1% (n=903) Math: Placement 15.8%, Sequence 19.8% (n=853)	3% (incorrect)	0% (incorrect)	6/30/15	Dev Ed Faculty Director, IR	Completion	DEV1, DEV2, DEV4	3D3	3

**Campus Completion Plan — Terra State Community College — Target Metrics**

Outcome	Metric	Current Performance	Acceptable Performance	Aspirational Performance	Target Due Date	Responsible Party	CCP Category	VFA Metric	HLC Criterion	AQIP Category
Evaluate program and curriculum offerings for continued relevance and viability	Local and national projections of need; industry assessment of relevance	By Program, in process	5 per term	8 per term	Scheduled through SPR 2017	VPAA	Completion	CTE1, WF2	4A1, 4A5, 4A6	3
Establish two-year master schedule	Schedule established	No	Yes	Yes	2/15/15	Academic Deans; Registrar; Director, IR	Completion	2Y1, 2Y2	2B	2
Establish and increase participation in a TRiO program	Unduplicated Annual Headcount (TRiO participants)	0	12	24	6/30/16	Dean of Enrollment Services	Completion	2Y1, 2Y2	1C1	3
Offer CLEP/DANTES tests on campus	Number of tests administered	0	15	30	6/30/16	Director, ASC; Director, IT	Completion	2Y1, 2Y2	—	6
Increase student use of alternative credit procedures (CLEP/DANTES, credit by exam, prior learning, etc)	Number of credits awarded/transcribed	325	600	1000	6/30/16	Director, ASC; Registrar	Completion	2Y1, 2Y2	4A3	3
Increase degree/certificate/TM completion among College Credit Plus students (including one additional year)	Number of credentials awarded to C&CR students	5 degrees/yr 1.7 certs/yr	5 deg./yr 12 cert./yr	10 deg./yr 25 cert./yr	6/30/15	VPAA	Completion	6Y1-6Y8	1D3	5
Automatically award "reverse transfer" associate degrees to students who transfer to other institutions and complete degree requirements there.	Number of associate degrees awarded	0	20	40	6/30/16	Dean of Enrollment Services; Registrar	Completion	6Y2, 6Y3, 6Y5, 6Y7, 6Y8	1D1	5

**Campus Completion Plan — Terra State Community College — Target Metrics**

Outcome	Metric	Current Performance	Acceptable Performance	Aspirational Performance	Target Due Date	Responsible Party	CCP Category	VFA Metric	HLC Criterion	AQIP Category
Increase degrees/certificates awarded by eliminating application process.	Number of credentials awarded	375	500	650	6/30/15	Dean of Enrollment Services; Registrar	Completion	2Y3, 2Y4A, 6Y1-6Y4	1D1	3
Explicitly reinforce student success skills from GEN 1000 in all courses and co-curricular activities	Proportion of courses and activities in which skills are reinforced	Est. 50%	75%	100%	6/30/16	Faculty; Assoc. Dean of Students	Other Aspects	—	—	2, 3
Award earned but unclaimed credentials (certificates)	Number of credentials awarded	0	40	60	6/30/16	Coordinator of Industrial Training	Workforce Develop.	6Y3, 6Y4	1D1	5
Implement a Level 2 (>30 SCH) "Journeyman Certificate" to award for students completing apprenticeship programs and earning State journeyman credential	Number of credentials awarded	0	32	44	6/30/16	Coordinator of Industrial Training Dean, ETM	Workforce Develop.	2Y2, 2Y4B, CTE1, WF2	1D1, 1D3	3
Promote workforce development aspect of agribusiness (and other programs not currently considered workforce development)	Number of workforce development students enrolled in target programs	0	5	20	6/30/16	Coordinator of Industrial Training Dean, ETM Dean, BCA	Workforce Develop.	WF2, CTE1	1D1, 1D3	5

**Voluntary Framework of Accountability Metrics**

Abbrev.	VFA Metric
CTE1	% of Career and Technical Education (CTE) students that complete a program (both credit and noncredit) or earned 90 contact hours and are employed with a livable wage.
DEV1	% of students referred who attempted their first math, English, or reading developmental education course.
DEV2	% of students referred who completed highest level math, English, or reading developmental education course.
DEV4	% of students referred who completed all developmental education.
WF2	Number of state/industry recognized credentials.
2Y1	% of credit hours successfully completed by the cohort in the first term.
2Y2	% of students who reached credit hour thresholds by the end of year two (24 credits for part-time; 42 for full-time).
2Y3	% of students who were retained from fall (term one) to their next academic term or completed a formal award
2Y4	% of students who reached year two outcomes as follows: [A] completed certificate or degree [B] Transferred to a 2-year or 4-year institution
6Y1	% of students who earned an associate's degree — without transfer.
6Y2	% of students who earned an associate's degree — with transfer.
6Y3	% of students who earned an award less than an associate's degree (certificate) — with transfer.
6Y4	% of students who earned an award less than an associate's degree (certificate) — without transfer.
6Y5	% of students who transferred to another postsecondary institution, with no degree or certificate.
6Y6	% of students who were still enrolled during the sixth academic year.
6Y7	% of students who left the institution without an award and without transfer having earned 30 or more semester credit hours.

6Y8	% of students who left the institution without an award and without transfer having earned less than 30 semester credit hours.
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**Higher Learning Commission Criteria for Accreditation**

Abbrev.	HLC Criterion
1B	The [institution's] mission is articulated publicly. <ol style="list-style-type: none"> <li>The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities</li> <li>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.</li> <li>The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</li> </ol>
1C	The institution understands the relationship between its mission and the diversity of society. <ol style="list-style-type: none"> <li>The institution addresses its role in a multicultural society.</li> <li>The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</li> </ol>
1D	The institution's mission demonstrates commitment to the public good. <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</li> </ol>
2B	The institution presents itself clearly and completely to its students and the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Abbrev.	HLC Criterion
3A3	The institution's degree programs are appropriate to higher education. <ol style="list-style-type: none"> <li>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).</li> </ol>
3D	The institution provides support for student learning and effective teaching. <ol style="list-style-type: none"> <li>The institution provides student support services suited to the needs of its student populations.</li> <li>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.</li> <li>The institution provides academic advising suited to its programs and the needs of its students.</li> <li>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).</li> <li>The institution provides to students guidance in the effective use of research and information resources.</li> </ol>
3E	The institution fulfills the claims it makes for an enriched educational environment. <ol style="list-style-type: none"> <li>Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.</li> <li>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.</li> </ol>
4A	The institution demonstrates responsibility for the quality of its educational programs. <ol style="list-style-type: none"> <li>The institution maintains a practice of regular program reviews.</li> <li>The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</li> <li>The institution has policies that assure the quality</li> </ol>

Abbrev.	HLC Criterion
	<p>of the credit it accepts in transfer.</p> <p>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.</p> <p>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</p> <p>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 and Americorps).</p>
4C	<p>The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <ol style="list-style-type: none"> <li>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.</li> <li>The institution collects and analyzes information on student retention, persistence, and completion of its programs.</li> <li>The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</li> <li>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.)</li> </ol>

### *Academic Quality Improvement Program Categories*

Number	AQIP Category
2	<b>Helping Students Learn:</b> Focuses on the design, deployment, and effectiveness of teaching-learning processes that underlie your institution's credit and non-credit programs and courses, and on the processes required to support them.
3	<b>Meeting Student &amp; Other Key Stakeholder Needs:</b> Examines how your institution works actively to understand and meet student and other stakeholder needs. Also examines your institution's relationships — current and potential — to analyze how they contribute to the institution's accomplishing its mission.
5	<b>Planning, Communicating, &amp; Leading:</b> Addresses how your leadership and communication processes, structures, and networks guide your institution in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to your internal and external stakeholders. Examines your institution's planning processes and how your strategies and action plans help you achieve your mission and vision.
6	<b>Information &amp; Resource Stewardship:</b> Addresses the institutional support processes that help to provide an environment in which learning can thrive.

### *SSI Taskforce Membership*

- Randy McCullough, chair
- Amy Below
- Andy Carroll
- Tammie Ferguson
- Heath Martin
- Mary McCue
- Jolene Meyers
- Cory Stine
- William Taylor
- Rob Townsend

### *College Completion Plan Team Membership*

Lisa Williams & Michael Kapper, chairs

#### *Connection to the Institution*

- Dori Dalton
- Regina Holland
- Michael Smithback\*
- Lyn Sullivan
- William Taylor
- Michelle Younker

#### *Successful First-Year Entry*

- Dena Baker-Becker
- Haley Crabtree
- Heath Martin\*
- Kathy Mussell
- Jolene Meyers
- Kevin Walker

#### *Student Progress*

- Kathy Berger
- Sister Patricia Carter
- Amy Drongowski\*
- Joan Gamble
- Sue Kajfasz
- Pete Landino
- Jim Perlberg
- Joyce Spencer
- Rob Townsend

#### *Completion*

- Haley Abraugh
- Amy Anway
- Julianna Borders
- Andy Carroll\*
- Jacque Foos
- Cindy Hall
- Brandon Koehler

- Michael Shirtz
- Eric Steinberger
- Michelle White

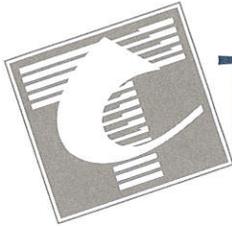
*Other Aspects of Completion/Success*

- Steve Bender
- Michael Kapper\*
- Janet Kramer
- Nina Schyllander
- Sharla Shine

*Workforce Development*

- Amy Below
- Andy Carroll
- Beth Hannam\*
- Jamie Przybylski

*\*Workgroup members marked with an asterisk represented their working group in cross-group conversations.*



**TERRA**  
COMMUNITY COLLEGE

*Office of the President*

419.559.2326

Toll free: 866.288.3772, ext. 2326

June 26, 2014

Dear Chancellor Carey:

In accordance with section 3345.81 of the ORC, we are submitting the Terra State Community College Campus Completion Plan. The comprehensive plan was developed over a six-month period by a group of 45 dedicated faculty and staff members. It was reviewed and adopted by the Board of Trustees on June 25, 2014.

Terra State Community College is committed to enhancing student retention and completion. We look forward to implementing the Campus Completion Plan as our guide for systematic change and improvement in student success.

Sincerely,

A handwritten signature in cursive script, reading "Jerome E. Webster".

Jerome E. Webster, Ph.D.