

Criterion 3- Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3A- The rigor of the institution's academic offerings is appropriate to higher education

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate post-baccalaureate, post-graduate and certificate programs.
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).

3A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

TSCC's Mission states that the College will "provide the highest quality education and training to our students, staff and community". The College reinforces that promise by offering over 70 degree and certificate programs (1) in 21 different program areas which include 23 applied degrees, 39 certificates, and several transfer pathways. Courses and degree programs/pathways align with statewide requirements and third party accreditation (2) (where applicable). Courses, programs, and pathway options can be found in the College Catalog and Student Handbook (3).

Curriculum is under the oversight of the Curriculum Committee (4), which is comprised of representatives from faculty, staff and administration (while staff and admin are ex-officio, only faculty are voting members) and is responsible for ensuring the integrity of the College curriculum and its alignment with Ohio Department of Higher Education (ODHE) Guidelines and Procedures (5-7) for academic review, the Higher Learning Commission, and relevant accrediting bodies. The Committee also approves changes in credit hours, contact hours, course and program learning outcomes, pre/co-requisites, and name and course descriptions.

The Curriculum Committee (8) provides preliminary approvals, with final approvals granted by the Council for Academic and Student Affairs (9) (CASA) which also includes representatives from faculty, staff, and administration.

TSCC has been granted accreditation awards from the following agencies:

- The Higher Learning Commission (HLC)
- Accreditation Commission for Education in Nursing (ACEN)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Ohio Peace Officer Training Academy (OPOTA)

The majority of TSCC General Education courses meet the standards for the Ohio Transfer 36 (10) (formerly the Ohio Transfer Module), through which students are guaranteed the transfer of

applicable credits among Ohio's public colleges and universities and equitable treatment in the application of credits to admissions and degree requirements. As a result, students can complete specified General Education courses anywhere in the public system.

TSCC also provides multiple transfer pathways to area 4-year public institutions as part of the Ohio Guaranteed Transfer Pathways (OGTP) (11-13). This opportunity provides a clear path to associate degree completion and then to bachelor's degree completion at 4-year public institutions in a related major. By following an OGTP, students can ensure that they are taking coursework that will not only transfer but also apply to their desired degree programs.

TSCC also provides agreements with area 4-year private institutions through The Ohio Consortium for Transfer Pathways to the Liberal Arts, in conjunction with Ohio Department of Higher Education and the Ohio Foundation of Independent Colleges. For example, the "DragonNext" Program (14) offers students who complete selected pathways a seamless transfer to similar programs at Tiffin University (whose mascot is a dragon). Other examples include:

- Cohort Associate of Applied Business in Business Management (TSCC) → Bachelor of Business Administration, Business Management (Tiffin University)
- Associate of Applied Business, Business Management (TSCC) → Bachelor of Business Administration, Business Management (Tiffin University)

TSCC provides guided pathways that focus on specific academic disciplines (for example English, History, Economics, and Education) as well as articulation agreements with four-year private institutions (15) that provide a direct transfer-completion plan for TSCC students who meet advanced admission requirements.

TSCC students may pursue both Associate of Arts or Associate of Science General degrees meant to provide a core curriculum of transferable courses that are aligned with potential baccalaureate degrees, typically regarded as transfer degrees, as well as applied degrees that allow students to earn a degree in a specific major, typically regarded as direct-to-work degrees. Students following an applied degree or certificate pathway usually plan to enter the workforce after earning their credential. The College also provides options for non-traditional students through prior learning assessment (16-17), taking into account prior academic or workforce-related experiences in order to determine applicable credit alignment and possible credit articulation awards.

In addition to industry certifications and licensure attainment, further evidence that students' performance is appropriate to their degrees occurs both inside and outside the program review process and includes pass rates (18) on standardized tests (e.g., Nursing). Applied degree programs hold regular Advisory Committee meetings (19) with local and regional employers, alumni, and other interested parties within the discipline. Feedback from these individuals proves invaluable in the College's culture of continuous improvement.

Finally, certain programs have specific admission requirements (20-21); specifically, in Nursing and Physical Therapist Assistant, AAS. These requirements are listed in the catalog and main website.

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

Course numbers at TSCC differentiate the College's courses by advanced level, scope, and format.

All courses have their own course level outcomes that align with program level outcomes. The TSCC Assessment Committee (1) assists faculty with the alignment of these outcome sets, particularly for Ohio Transfer 36 and Career Transfer Assurance Guide (CTAG) courses. CTAG refers to the policies and procedures to transfer agreed-upon technical courses from one Ohio public institution to another.

TSCC is currently revising program level outcomes (2-3) and implementing a course mapping process (4) as part of its Assessment Academy project (5). Learning Outcomes for all applied degree programs are published on the College website and appear on course syllabi along with College General Learning Outcomes. Program faculty map which courses introduce, reinforce, and measure each program outcome. The TSCC Assessment Committee assists program leadership and faculty with this process by providing resources and professional development (6) to help ensure accuracy, clarity, and consistency across campus programs.

TSCC has also established General Learning Outcomes (7) (GLO's) that identify the foundational skills expected of all TSCC graduates. GLO's are assessed in general education courses and also embedded in all applied degree programs at the College. The TSCC Assessment Committee has developed rubrics (8) for each of the GLO's that are utilized as part of an annual GLO review process (9). General Education faculty select specific assignments as student measurement artifacts and provide an average rubric score for each course where that artifact is issued. Scores are tabulated by the TSCC Assessment Committee and reviewed on an annual basis. The Assessment Committee then provides recommendations and reports (10) to faculty and program leadership (as appropriate) for action steps.

3.A3 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).

TSCC ensures consistency across all modes of instructional delivery and across different locations through a variety of processes, including class observations, syllabus review, and student success metrics. The College uses a single Course Catalog and a unified schedule of classes (1) for all of its educational offerings.

Instruction is delivered:

- ❑ On the main campus, located in Fremont, Ohio
- ❑ As Dual Enrollment (known in Ohio as College Credit Plus)- this includes both traditional high schools and career service centers
- ❑ As non-credit training and classes
- ❑ Contractually through apprenticeship programs and workforce training
- ❑ With in-person, online, and hybrid modalities (1)

The Vice President of Academic Affairs (VPAA) and academic division deans oversee all academic programs and assessment within each division. TSCC has three academic divisions:

- ❑ Liberal Arts and Business
- ❑ Technology and Skilled Trades Division
- ❑ Allied Health, Nursing, and Science

Deans oversee all instruction within their division regardless of the location or modality, including online, hybrid, and College Credit Plus (CCP) courses.

Noncredit Training

The College offers (2) several non-credit training and coursework options for both TSCC employees as well as community members.

Workforce Development

TSCC also provides several opportunities for Workforce Development (3) training, with both credit and noncredit options. One such example includes a partnership with Trainco (4), which allows for students to earn their CDL licensure as well as up to 6.5 hours of TSCC credit.

College Credit Plus (CCP)

TSCC partners with several local high schools to provide (5) dual enrollment opportunities (defined in Ohio as College Credit Plus) to those students grades 7-12. Students have the opportunity to take courses at their respective secondary institution by credentialed faculty, or directly on TSCC's main campus. Students are also provided pathway options through specific agreements (6) with the secondary school.

High School instructors teaching at their home schools and serving as TSCC faculty must meet the appropriate credential requirements (7) set forth by the State of Ohio. Minimum credentials for teaching requires a master's degree in the discipline or a master's degree and at least 18 credit hours in the discipline that the teacher will be instructing at the college level.

CCP instructors must meet the same credentialing standards (8) as all other faculty at TSCC.

Faculty (on-campus, CCP, or other distance education instructors) are provided course syllabi (9-11) required student outcomes, instructional material, and all relevant college policies and procedures prior to beginning instruction. These faculty are also required to use the College's Learning Management System (Canvas).

During the academic year, CCP and distance education faculty are also provided the opportunity to attend professional development sessions (12) that are open to all TSCC faculty.

All College Credit Plus (CCP) faculty are evaluated each term through in-class observation (13) as well as a syllabus review.

All students have access to Student Support Services such as tutoring, counseling, and advising.

Online Instruction

TSCC belongs to Quality Matters (QM) through *QM Ohio Consortium* and utilizes a modified QM rubric (14) for internal course reviews and evaluation for online courses. The rubric allows QM-trained staff to evaluate course components such as learning objectives, assessment practice, and use of resources and class materials. Proposals for new online course offerings follow an approval process (15) that includes completing a checklist outlining specific deliverables and supervisor signatures. Each course must earn a minimum number of points (16)(as per the checklist process) in order to be delivered in an online format.

There are approximately 48 courses credentialed (17) through this process.

Further distance education data is collected through IPEDS, which provides an overview of the percentage of students enrolled in online coursework. The Fall 2021 (18) data indicates:

- 22% of TSCC students are enrolled exclusively in online courses
- 33% are enrolled in at least one online course
- 46% are not enrolled in any distance education

All courses include student evaluations (19-21) which are administered through *Smart Evals*.

Canvas

TSCC transitioned to the Canvas LMS to enhance course delivery and help ensure instructional consistency across all modalities. Canvas allows TSCC to better manage digital learning, including assessment, presenting course materials, and allowing students to engage in courses and receive feedback about skill development and learning. Instructors may create content, such as assignments, modules, quizzes, and discussion boards. Other features include the ability to construct “community groups” to improve communication within campus organizations, clubs and academic divisions. Use of Canvas is required of all faculty, regardless of teaching mode. Faculty and students also receive Canvas training (22-25) prior to the start of the academic year.

Sources:

3A.1

1. TSCC Degree and Certificate Options
2. TSCC Accreditation Awards
3. TSCC Academic Catalog and Student Handbook
4. TSCC Curriculum Committee Charge
5. Ohio Department of Higher Education (ODHE) Guidelines and Procedures for Academic Review
6. Digital Media Technology- Program Review Components
7. TSCC Program Review Schedule- Need Program Review Schedule
8. TSCC Curriculum Committee Minutes - February 14, 2023
9. TSCC CASA Committee Charge
10. Ohio Transfer 36 Description
11. Ohio Guaranteed Transfer Pathways Description
12. Pathway Program- Vanguard Sentinel Career Centers, Automotive Technologies
13. Pathway Program- Vanguard Sentinel Career Centers, Computer Information Systems
14. TSCC Webpage- Dragon Next Description
15. TSCC Pathway Programs
16. Prior Learning Assessment Form
17. Prior Learning Assessment Policy
18. NCLEX Pass Rates 2019-2021
19. Health Information Technology Advisory Committee Meeting Minutes- April 21, 2021
20. Admission Requirements- Registered Nurse, AAS
21. Admission Requirements- Physical Therapist Assistant, AAS

3A.2

1. TSCC Assessment Committee Charge
2. CIS Program Learning Outcomes
3. Computer Information Systems, AAS- Website Profile
4. Program Outcome Mapping Template- Medical Assisting
5. TSCC Assessment Academy Project Scope and Initial Report
6. Assessment Workshop Agenda- January 4, 2022
7. TSCC General Learning Outcomes
8. TSCC General Learning Outcome Rubrics
9. TSCC GLO Data- Academic Year 2022
10. TSCC Assessment Committee GLO Data Summary Report- Fall 2022

3A.3

1. TSCC Fall 2022 Course Schedule
2. TSCC Webpage- Calendar of Community Events
3. TSCC Webpage- Workforce Training Options

4. Trainco Agreement
5. TSCC Webpage- CCP Program Description
6. 2022-2023 Fremont Ross CCP Partnership Agreement
7. Ohio Department of Education Webpage- CCP Teacher Credentialing Requirements
8. ODHE Teaching Credential Information- ODHE Webpage
9. EDU 1020 Introduction to Education Syllabus- CCP/Fremont Schools
10. EDU 1020 Introduction to Education Syllabus- online/TSCC faculty
11. Syllabus Template
12. CCP Professional Development Workshop- August 18, 2022
13. College Credit Plus (CCP) Faculty Classroom Observation Form
14. TSCC Online Course Peer Review Rubric
15. TSCC Online Course Development and Approval Timeline
16. TSCC Distance Learning Course Development Checklist
17. Quality Matters Approved TSCC Courses
18. Fall 2022 IPEDS Data Feedback Report
19. TSCC Course Evaluation Questions
20. TSCC Course Evaluation- PLS 1000
21. PLS1000 American Government Syllabus, Fall 2021
22. TSCC Student Canvas Training Schedule
23. TSCC Student Canvas Training Announcements- Fall 2022
24. TSCC Faculty Canvas Training Agenda- Fall 2022
25. TSCC Student, Staff and Faculty Canvas Post-Training Survey Template

3B- The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

The general education program is appropriate to the mission, educational offerings and degree levels of this institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

1. 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.
2. The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
3. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3B.1 The general education program is appropriate to the mission, educational offerings and degree levels of this institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

TSCC's general education values and philosophy are reflected in the General Learning Outcomes (1) (GLO's). These outcomes are centered around the belief that all students who graduate with a TSCC degree should demonstrate a collective set of skills and abilities that serve as the foundation for any occupational field or advanced degree program they pursue. These include:

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

These outcomes are embedded across the curriculum in the AA, AS, AAB, AAS, ATS, AIS degrees. GLO's are assessed within the general education curriculum and align with the Ohio Department of Higher Education's general education principles (2) and the Ohio Transfer Module 36. (3)

3B.2 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.

General Education coursework is embedded in every applied and transfer degree program offered by TSCC. This requirement reflects the Mission of the College to “provide the highest quality education and training” that imparts broad knowledge and concepts that every TSCC graduate should possess. These courses are ultimately reinforced and measured by a set of institutional General Learning Outcomes.

General Education requirements vary for short-term (less than 30 credit hours) and long-term (30 credit hours+) certificate programs.

The General Education course requirements (1) at TSCC are provided on the website and in the College Catalog. These requirements follow the standards set by the State of Ohio through the Ohio Transfer 36 (2) (OT 36) starting Spring 2021 (formerly the Ohio Transfer Module). This initiative was created in an effort to aid students in the transferability of credit hours from two-year to four-year institutions. The OT 36 is a subset or complete set of general education courses (36 total credit hours) across various discipline areas that are guaranteed to transfer from campus to campus and provides the means to make substantial progress on general education requirements. The state of Ohio also developed general education learning outcomes in the following OT 36 categories: arts and humanities; social and behavioral sciences; english/oral communication; mathematics; statistics, and logic; and natural sciences.

The review and approval process for OT 36 courses is coordinated by a curriculum expert from ODHE, conducted by discipline specific faculty from across the state. TSCC had representatives on the Transfer Module course review teams in both English and Mathematics, including the chair for the English Transfer Assurance Guideline team. In short, TSCC not only conforms to ODHE general education guidelines, but has been instrumental in their creation and adoption throughout the state.

TSCC has embedded these courses within Transfer Pathway (3) options for students reflecting different concentrations within both the Associate of Arts and Associate of Science degrees.

Further, TSCC participates in the state-wide College Credit Plus (4-5) initiative (also referred to as dual enrollment). This program allows students in grades 7-12 the opportunity to enroll in college-level courses and receive college credit at no expense to the student. Typically, students will focus on General Education coursework as either part of a transfer pathway or certificate program. (6)

General Education Assessment

General Education coursework is assessed through a set of institutional General Learning Outcomes (GLO's). (7)

TSCC's GLO's were created in alignment with the Ohio Department of Higher Education's (ODHE) set of guiding principles for general education (8) that the college utilized as the foundation of the General Learning Outcomes (GLOs). Development of the state-wide principles was led by an ODHE general education steering committee composed of faculty and administrators from colleges and universities across Ohio, including TSCC's Lead Faculty in English and Mathematics.

General Learning Outcomes are embedded in all degree programs at Terra State, including all applied degrees as well as the Associate of Arts (AA), Associate of Science (AS) and Associate of Technical Studies (ATS) degrees, and are clearly indicated in course syllabi. (9-11)

GLO's are assessed on an annual basis within the General Education coursework, and faculty are asked to submit results based on pre-selected assignments and rubrics (12) provided by the Assessment Committee. A GLO Curriculum Map (13) was created (14) by the TSCC Assessment Committee and is distributed to General Education faculty indicating which GLO they are assigned to assess. The institution gathers and presents (15-17) the data results to faculty throughout the academic year. General Learning Outcomes and assessment are regularly discussed (18-19) during monthly Assessment Committee meetings.

Faculty are also provided regular assessment training, both in general assessment concepts as well as specific instruction regarding GLO's. The TSCC Assessment Committee developed an online Assessment Training Module (20-21) covering these concepts within the institutional LMS (Canvas) that is distributed (22) to all TSCC faculty members.

Future GLO assessment work includes expanding the curriculum map to indicate where each GLO is introduced, reinforced and measured. Faculty will also determine how each student artifact is measured and develop any necessary tools for this purpose.

3B.3 The education offered by the institution recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

TSCC recognizes that a strong emphasis on Diversity, Equity, and Inclusion (DEI) across all campus operations is vital to meeting the college's Mission of providing the highest quality education to our students. This commitment is recognized in a number of ways: academics, athletics, co-curricular learning, and community engagement

Academics

This recognition is supported through Institutional General Learning Outcome #3- *Demonstrate an understanding of cultural differences and ability to work effectively in a culturally diverse, global society*. This GLO is measured in a variety (1-2) of academic classes and is reflected in the course syllabi assigned (3) to this outcome.

Athletics

TSCC continually collects and monitors quantitative and qualitative data from various parts of the college in order to measure diversity and equity efforts. For example, TSCC recently published The Equity in Athletics Disclosure Act (4) (EADA), an annual report designed to make prospective students and prospective student-athletes aware of the college's commitment to providing equitable athletic opportunities for its students.

Co-Curricular Activities and Community Engagement

TSCC also provides several co-curricular and community engagement opportunities that support growth opportunities and lifelong skills, including:

- Health awareness activities (5) each month during the academic year for students enrolled in the Medical Assisting program
- Adopt-a-Road trash pick up, coordinated with Sandusky County Road Commission; and flu shot clinic hosting, coordinated by the Sandusky County Health Department (SCHD). Both of these activities are for students in the Student Nurse Association (SNA).
- During the COVID pandemic, COVID vaccine and testing clinics, coordinated by the SCHD and held at TSCC for all Allied Health student organizations.
- The TSCC Nursing Department coordinates with the Sandusky County Health Department to provide flu shots.
- TSCC annually holds a 5K and Health Fair to promote community health awareness.

Campus Committees also serve to reinforce these efforts. The Multi-Cultural Advisory Council is a campus-wide collective of faculty, staff, administration, and community members that discuss, plan and implement various multi-cultural events across the College. Two recent examples include:

- A lecture series and lunch celebrating Hispanic Heritage Month (6) (free and open to faculty, staff, students and community members)
- A discussion panel of local business owners and leaders, and dinner event celebrating Black History Month (7)

TSCC also conducts several student surveys, including the Community College Survey of Student Engagement (8) (CCSSE), throughout the academic year in order to gather data regarding student satisfaction campus climate, including issues such as diversity, equity, and lifelong learning.

3B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

As a community college, TSCC does not require staff or faculty to engage in scholarly work as a condition of employment. However, several faculty and students engage in this practice in a variety of mediums as well as embed opportunities in their classrooms.

Examples include:

- Bring us Peace (1) TSCC Musical Showcase Concert- this event featured several ensembles comprised of students, TSCC faculty and staff, and community members
- TSCC annually hosts the premiere Midwestern Rhythm Summit (2), which is a multi-day conference including performances and workshops from several local, state, and national professional musicians. TSCC faculty, staff, and students regularly participate as performers and moderators
- As part of a recent NSF Grant award, faculty teaching and administrating the Programmable Logic Control (PLC) certificate will engage with local employers to embed a new competency-based education model in order to train and employ additional Electrical Maintenance Technicians

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Sources

3B.1

1. TSCC General Learning Outcomes
2. ODHE Six Principles of Good Practice for General Education
3. Ohio Department of Higher Education- OTM 36 standards

3B.2

1. TSCC Webpage- Associate of Arts General Transfer
2. Ohio Department of Higher Education- OTM 36 standards
3. Guaranteed Transfer Pathway Option- History AA
4. CCP Policy
5. CCP Admission Policy
6. State of Ohio transfer and articulation policy and overview
7. TSCC General Learning Outcomes
8. ODHE Six Principles of Good Practice for General Education
9. BIO 2100 Course Syllabus
10. General Learning Outcome Mapping Example- NUR 1150 Syllabus
11. General Learning Outcome Mapping Example- NUR 2400 Syllabus
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13. GLO Curriculum Map
14. TSCC Assessment Committee Meeting Minutes, May 7, 2023 (Curriculum Map Approval)
15. Fall 2020-Spring 2022 GLO Results
16. January 2023 GLO Assessment Review
17. GLO Assessment Faculty Workshop, April 11, 2023

18. TSCC Assessment Committee Meeting Minutes, April 18, 2023
19. TSCC Assessment Committee Meeting Minutes, February 7, 2023
20. GLO Training Module, Canvas
21. Assessment Training Completion Certificate
22. Assessment Training Letter to Faculty

3B.3

1. HUM 1010 Course Syllabus
2. ART 1050 Course Syllabus
3. GLO Curriculum Map
4. TSCC Equity in Athletics 20201-2022 Report
5. TSCC Health and Wellness Awareness Calendar
6. Hispanic Heritage Month Flier
7. Black History Month Flier
8. 2021-2022 CCSSE Results

3B.4

1. "Bring us Peace" TSCC Musical Showcase Flier
2. Midwest Rhythm Summit Flier

3C- The institution has the faculty and staff needed for effective, high quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry
7. 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.

3C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Faculty Composition

The College has sufficient numbers (1) of full-time and adjunct faculty to carry out classroom and non-classroom roles, with the College maintaining a fairly consistent 16% full-time faculty ratio.

TSCC has three academic divisions which faculty provide instruction:

- Liberal Arts and Business
- Allied Health, Nursing and Science
- Technology and Skilled Trades

The demographic (2) breakdown of the College's faculty and staff align with the demographics of each of the surrounding service districts- Ottawa (3), Sandusky (4), and Seneca (5) Counties. TSCC regularly monitors these demographics in order to help meet the institutional Mission of providing "the highest quality education and training to our students, faculty, staff and *community*".

The College follows specific policies related to hiring practices that help ensure a consistent process. Examples include:

- Personnel Files Policy (6)
- Recruitment-Position Posting Policy (7)
- Employee At-Will Policy (8)
- Non-Discrimination Policy (9)

Search committees follow a standard format that includes a checklist (10) of required items and steps. This helps ensure consistency during the interview process.

Finally, all Employees are issued an Employee Handbook (11), which reinforce these practices while also providing a consistent set of employment expectations.

3C.2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

TSCC maintains sufficient staffing of both full and part-time faculty to meet the class offering needs of the student body. Further, based on the annual number of courses the College provides, students have the ability to meet the graduation requirements of each applied and transfer degree and certificate program offered by the College within a two-year period.

TSCC (12-14) currently employs approximately 32 full-time faculty, 72 full-time staff, and 174 adjunct faculty members. Faculty at TSCC are responsible for all aspects of teaching and delivering credit classes to which they are assigned, as well as participating in curriculum and program development, including program review. As per the most recent agreement (15) between Terra State Community College and the Terra Faculty Association, full-time faculty

members must carry an annual teaching load of 27 credit hours, with a minimum of 12 credit hours each for Fall and Spring semesters. Further, full-time faculty are required to post and maintain a minimum of 30 hours on campus or at other assigned sites each week (Fall and Spring semesters) as well as serve on campus-wide committees as assigned.

Comparative data to peer institutions is provided through IPEDS. According to the Fall 2022 Data Feedback Report (26), The total number of FTE Instructional Staff is in line with the peer group of institutions identified by IPEDS (98 compared to the peer group 101).

The College also provides additional support and resources to faculty members to ensure curriculum requirements are met. As noted in the Faculty Association Contract (15), TSCC also supports large core programs and programs that carry time intensive functions such as labs, with credit hour awards for Lead Faculty in large core programs and Lab Coordinator credit hour awards for programs that carry heavy lab prep. The credit hour awards count towards meeting contractual credit hour teaching requirements or can be used as overload hours.

All TSCC are provided a Faculty Handbook (1) which also outlines the required policies, procedures, and protocols of the College.

Faculty participate in the governance of the College in multiple ways, including serving on the TSCC Curriculum Committee (16), which is charged with monitoring and recommending any changes to existing curriculum or consideration for new or retiring academic courses or programs.

TSCC maintains current and relevant programs and curriculum in several ways. All full-time faculty at TSCC participate in a program review process (17) that examines curricular and occupational relevance, fiscal solvency, enrollment, retention, and completion. Programs follow a five-year review cycle (with some exceptions) which is presented to the TSCC President and Board of Trustees.

Faculty, Staff, and Administrator interactions with employers and Advisory Boards also provide regular opportunities for input and feedback for program improvement. There are several examples where this input has contributed to positive opportunities for TSCC students. For example, the Advisory Board for Accounting (18) regularly posts job and internship opportunities that faculty have shared with current and alumni students. The Advisory Committee for Digital Media (19) regularly discusses occupational trends for the industry, such as how students are interacting with employers post-COVID 19, as well as highlighting the work of graduates who have successfully found employment in the Digital Media field.

The College follows a standard process for new program development (20). The TSCC Curriculum Committee, which is composed of faculty and administrative membership, reviews all program and curricular changes and provides recommendations to the Council for Academic and Student Affairs for approval. New program submissions must also obtain approval for the College President and Board of Trustees.

Student Learning Outcomes- Learning outcomes for programs, courses, and the general education curriculum are developed in response to occupational requirements, faculty and employer input, as well as the College Mission, Vision and Core Values, and are reviewed and approved by the Curriculum Committee and CASA. Careful consideration is made both for new program outcomes and current program outcomes, to ensure that all applicable levels of Bloom's Taxonomy (21) are represented

Assessment and the development of student learning outcomes has become a significant priority for the College. TSCC became a member of the HLC Assessment Academy (22-23) in 2019 with a focus on improving the program and co-curricular assessment practices on campus. Prior to the College's participation with the Academy, TSCC developed a set of six General Learning Outcomes and applied-degree faculty and administrators reviewed their current program outcomes to ensure the following:

- Outcomes were measurable
- Outcomes contained a broad representation of Bloom's Taxonomy levels
- Curriculum maps reflected where each outcome was introduced, reinforced, and emphasized in each applied program

Ultimately, the TSCC Curriculum Committee establishes, reviews, and provides preliminary approval on all learning outcomes, course objectives, grading procedures, and any other instructional method, which are then reviewed and ultimately approved by CASA.

Assessment

Assessment is part of the culture at TSCC. The College is entering the final year of HLC Assessment Academy membership and has made significant strides in improving how assessment is integrated in campus-wide curriculum. Curriculum Maps (24) were developed for each applied program where each outcome was introduced, reinforced, and emphasized. The campus Assessment Committee recently determined (25) that the institutional General Learning Outcomes would be exclusively measured in the general education curriculum, with representative general education faculty and administrators identifying the courses, student artifacts, and measurement tools utilized for outcome measurement.

College Governance

In addition to being responsible for courses, programs, outcomes and assessment, faculty and staff are part of a shared governance model at TSCC. There are several institutional committees that allow faculty and staff to have direct input and influence over campus decisions such as:

- Council for Academic and Student Affairs (CASA)
- Curriculum Committee (chaired by faculty)
- Assessment Committee (co-chaired by faculty)

Committee participation is a core component of the full-time faculty member's workload as outlined in the Terra Faculty Association Agreement (15). In addition, faculty serve on screening committees when new faculty are hired and assist in determining appropriate academic credentials. Faculty also have the opportunity to fulfill special responsibilities (in conjunction with the Vice President of Academic Affairs) that result in teaching load release time such as:

- Lead Instructor
- Program Facilitator
- Assessment Facilitator
- Curriculum Chair

3C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

TSCC employs qualified faculty members competent (1) to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty providing courses for academic credit, TSCC does not follow tested experience, but rather gives primary consideration to the highest earned degree in the discipline in accordance with the Higher Learning Commission and ODHE faculty guidelines. (2-3) TSCC also considers letters of reference, professional licensure and certifications, work experiences in the field, etc. when considering potential applicants for employment. For all cases, the TSCC Human Resources Department ensures qualifications and supplemental information (4) are documented and submitted to the President for ultimate approval. According to TSCC policy (5), "Responsibility for the selection of candidates to fill full-time faculty positions and administrative positions of Dean rank or higher shall rest with the President, who will notify the Board of Trustees of such selections and appointments."

Credentials of teaching faculty, including those providing dual credit (and other applicable staff and administrators) are verified at the time of hire and licensed credentials are reviewed (6) regularly.

The College is not part of a consortial group or organization.

3C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The College conducts annual evaluations for non-tenured faculty and, at a minimum, every three years for tenured faculty in accordance with Article XV (1) of the Terra Faculty Association Agreement. Faculty meet with their division dean to review the evaluation report and make plans for the next academic term. Adjunct and College Credit Plus (CCP) instructors are also evaluated on an annual basis and provided summative reports (2)

TSCC students also complete course evaluations (3) each term, which are reviewed regularly by academic deans and leadership.

3C.5 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.

As per Section 15.02 in the Terra Faculty Association Agreement, faculty also develop a Plan for Professional Development (PPD) to be submitted to their immediate supervisor. The plan may include the following:

- Developing teaching excellence
- Developing professional leadership
- Continuing education
- Service to the College
- Service to the community

Additionally, as part of contract (non-instructional) days during both the fall and spring semesters, faculty are required to participate in professional development activities provided by the College. Most recently, the College invited a guest speaker to present a workshop entitled

“Planning for Multigenerational Success”. This session provided insight and pedagogical strategies for each of the different generational cohorts that make up the College’s student population. Other workshops have included topics related to assessment, teaching, and student learning. Finally, faculty are given opportunities for informal conversations to share effective pedagogical techniques and program updates.

The College uses its best efforts to financially support professional development plans (1) including tuition waiver (2-3) for non-TSCC courses not exceeding a maximum annual amount, reimbursement for travel and expenses (4) and instructional fee waivers (2) for any course offered at TSCC, and conference attendance. The College also makes available to faculty a sabbatical (up to 1 semester- as per Section 14.05 of the Terra Faculty Association Agreement), which are ultimately approved by the TSCC Board of Trustees. In order to be eligible, a faculty member must have obtained a rank of Associate Professor or higher and have completed a minimum of six years of service as a full-time faculty member at TSCC.

TSCC allocates adequate budgeting to support initiatives such as tuition waivers, conference attendance, and other professional development activities through both the Travel and Professional Development and Other Expenditures line items in the annual budget (5).

The TSCC Human Resources is in the process of developing a new orientation/onboarding program for new faculty and staff that will officially begin Fall 2023. Initial plans for this program include professional development, overview of the faculty and employee handbooks, distribution of required health and safety training modules, and meeting with appropriate administrative staff and division faculty members.

All adjunct faculty are invited to attend the opening State of the College (6) presentation as well as professional development sessions (7) provided by the College. At the beginning of each fall semester, an orientation is provided for CCP instructors along with a specific professional development session (8)

Training (9) is also provided on Canvas each year for any new or returning faculty member.

3C.6 Instructors are accessible for student inquiry

Faculty are directly involved in learning support, as well as teaching, and are required contractually to commit a minimum of 5 office hours per week devoted to ongoing student advising. Office hours are posted on each full-time faculty’s office door. Distance learning instruction may be performed on or off campus.

Additionally, faculty and staff have the opportunity to interact with and mentor students throughout the year during mutual participation in campus events such as performing arts concerts and other on-campus events (1).

Several TSCC faculty also participate in the annual Career Fair (2), held on the main campus. This event, attended by faculty, students, and local employers, allows faculty to assist and guide students to explore different career opportunities within their chosen field of study.

The College also utilizes the Community College Survey of Student Engagement (CCSSE) (3) to measure student perception of curricular and co-curricular activities on campus. Based on the most recent survey results, TSCC scored the highest in the Active and Collaborative Learning category on questions that focused on active participation in the classroom—specifically asking

questions in class/contributing to class discussions, working with other students on projects during class, and talking to an instructor or advisor on career plans. TSCC's scores are in line overall with the comparison cohort group.

The College has utilized these results to implement curricular change on campus. Results from the most recent report indicated a need for more writing opportunities throughout the different course offerings at TSCC. This need helped inspire the review and revision of the General Learning Outcomes rubrics, specifically Outcome #1 (4)- Effective Written and Oral Communication. The revised rubric, with input from each of the faculty members on the institutional Assessment Committee, is more easily transferable to apply to multiple discipline areas.

3C.7 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.

TSCC is committed to providing robust student service options such as academic and career advising, financial aid advising, tutoring, and a variety of co-curricular opportunities. Each of these services is staffed by qualified and appropriately credentialed TSCC employees.

Examples of the required qualifications for the Dean of Student Success and Dean of Enrollment Services (1-2) reinforce the College's commitment to ensuring those in student service leadership positions meet the needs of the positions. All position descriptions are reviewed annually as part of the staff evaluation process.

All faculty and staff at TSCC are also evaluated (3-4) in order to ensure job performance consistently aligns with position descriptions and duties.

Student services staff participate in several professional development (5) opportunities on a variety of topics from local, state and national presenters. Examples include Financial Aid 101 training, Planning for Multigenerational success, Bridges out of Poverty, Degree Works training, Designated School Official Trainings, among others.

TSCC utilizes a holistic advising process that allows for cross-training in both academic and financial aid advising. The long-term plan for the department is a more comprehensive cross-training that would include career counseling and campus staff and faculty training. Student Support Staff are also members of several professional organizations including:

- NASFAA – National Association of Student Financial Aid Administrators
- NASFAA – National Association of Student Financial Aid Administrators
- NASFAA – National Association of Student Financial Aid Administrators
- NACAC – National Association for College Admission Counselors
- NACAC – National Association for College Admission Counselors
- NACAC – National Association for College Admission Counselors

3C 1-2 Sources:

1. Faculty Handbook
2. Complete faculty and staff roster-demographics
3. 2021-2022 United States Census Data- Ottawa County

4. 2021-2022 United States Census Data- Sandusky County
5. 2021-2022 United States Census Data- Seneca County
6. TSCC Policy- Personnel Files
7. TSCC Policy- Recruitment-Position Posting
8. TSCC Policy- Employee At-Will
9. TSCC Policy- Non-Discrimination
10. TSCC Hiring Checklist
11. TSCC Employee Handbook
12. TSCC Board of Trustees Minutes, June 22, 2022- Full-Time/Part-Time Faculty Ratios Report
13. TSCC Board of Trustees Minutes, June 23, 2021- Full-Time/Part-Time Faculty Ratios Report
14. TSCC Board of Trustees Minutes, June 24, 2020- Full-Time/Part-Time Faculty Ratios Report
15. Agreement between the Board of Trustees, Terra State Community College and the Terra Faculty Association
16. TSCC Curriculum Committee and Charge
17. TSCC Program Review Process 2020
18. TSCC Accounting Advisory Board Minutes- October 27, 2021
19. TSCC Digital Media Technologies Advisory Board Meeting Minutes- April 13, 2022
20. TSCC Curriculum Committee- New Program or Certificate Proposal Form
21. Bloom's Taxonomy Chart
22. TSCC Assessment Committee Membership and Charge
23. HLC 2023 Institutional Update
24. Curriculum Map- Electricity, Power and Controls
25. TSCC Assessment Committee Minutes, November 8 2022
26. Fall 2022 IPEDS Data Feedback Report

3C.3

1. Agreement Between the Board of Trustees, Terra State Community College and the Terra Faculty Association
2. HLC Faculty Guidelines
3. ODHE Faculty Guidelines
4. Affirmative Action Statement
5. TSCC Employment Policy
6. HR Hiring Form to verify Faculty Credentials

3C.4

1. Agreement Between the Board of Trustees, Terra State Community College and the Terra Faculty Association
2. College Credit Plus (CCP Instructor Evaluation Sample
3. TSCC Course Evaluation Sample

3C.5

1. TSCC Faculty Growth and Improvement Process
2. TSCC Instructional Fee Waiver Policy
3. TSCC Community College Tuition Waiver
4. TSCC Travel Reimbursement Form
5. TSCC FY2023 Annual Budget
6. Fall 2022 State of the College Program
7. Assessment Workshop Agenda- January 4, 2022
8. CCP Professional Development Session Agenda- Aug 18, 2022
9. Canvas Training Announcement

3C.6

1. TSCC Spring 2023 Events Calendar
2. 2023 TSCC Career Fair Employer List
3. 2022 CCSSE Summary Narrative
4. GLO Rubric #1- Written and Oral Communication

3C.7

1. Jess and Tim position descriptions
2. Performance Evaluation Policy
3. TSCC Employee Self-Evaluation Form
4. TSCC Academic Advising Training and Professional Development- 2021-2022

3D- The institution provides support for student learning and resources for effective teaching

1. The institution provides student support services suited to the needs of its student populations.
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.
3. The institution provides academic advising suited to its offerings and the needs of its students.
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 and museum collections, as appropriate to the institution's offerings).

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

Students at TSCC are supported through a comprehensive system of student services (1) that suit the needs of the student population. According to the Fall 2022 Terra Fast Facts (2):

- 78% of the 2,211 enrolled students attend TSCC part-time
- The average age of the student population is 23
- Top two degree programs are both the Associate of Arts and Associate of Science Transfer degrees

TSCC's student support services are designed to assist older-adult students who only attend part-time and are seeking transfer pathways.

Examples of Student Support Services and how they assist TSCC's student population include:

Academic and Career Advising (2)- provides counselors who assist both new and continuing students with academic program planning, course planning and registration, transfer options, and career exploration. These offices have made a concerted effort to communicate with TSCC's unique student population regarding pathways options, the College's policies and procedures, and awareness of other support services across campus.

According to a 2022-2023 Academic Advising Survey (4) on Academic Advising Usage:

- 64/67 of the respondents were aware of other campus resources
- 66/67 have a better understanding of academic policies and procedures as they pertain to their majors

One challenge highlighted by this survey includes the majority of respondents only communicated with advisors on a seasonal basis. This department is striving to increase the number of contact points with students on a more regular basis.

Academic Service Center- a grouping of academic support services for TSCC students. These support services include:

- **Disability Services (5)**—provides TSCC students with a full range of special auxiliary services, accommodations, and advocacy efforts.
- **Mental Health Counseling (6)**—Provides individual mental health counseling services to help students and academic, emotional, psychological, social, and behavioral problems.

IT Help Desk and Computer Services (7)- Provides computer assistance, including resetting passwords and helping solve computer related issues.

TSCC Library—Provides access to resources that support student learning and research. The library offers a range of collections that are accessible in person, online, and through the statewide OhioLink consortium of academic libraries.

Open Computer Labs—Located throughout the main campus, provide students and staff access to computers and computer-related software.

Veterans Services (8)—Provides educational benefits, including accepting military training credit, priority registration and dedicated study spaces.

All in One Advising – Students can complete (9) their application, speak with an admissions advisor, take a tour, complete Accuplacer testing, complete their FAFSA, and meet with an academic advisor to schedule their courses if they have submitted their transcripts or completed testing. It is an opportunity to help students complete the entire enrollment process all at once so they do not have to make multiple trips to campus.

College Credit Plus Student Handbook (10)

3D.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.

Placement Testing (1) is a critical step in identifying the appropriate coursework pathway for TSCC students. All new, degree-seeking students and any student wishing to take a class with English, reading, math or computer placement prerequisites may test utilizing Accuplacer. Placement can also be determined by submitting ACT scores, prior learning assessment (see below) or by submitting a prior-writing portfolio for English.

Per the institution's Advising Policy (2-3), all new students are required to meet with an Academic Advisor prior to registration. Students receive interpretation of the placement test scores that assist advisors in determining the appropriate curriculum pathway. Those that place into remedial coursework are supported through the GEN 1000 (4) course (First-Year Seminar). This is a required course for all degree-seeking students and provides additional support for academic success.

For those students testing into remedial coursework, TSCC applies a co-requisite model (5) that pairs remedial and college-level English and mathematics courses and allows students to register for both simultaneously. As noted in 3D.1, students may access tutoring services through the College's Academic Service Center, which assists students on a walk-in basis and by appointment.

TSCC also offers students additional advising and placement opportunities through Prior Learning Assessment (6) (PLA), which helps the College to assess any previous knowledge students have gained through prior work experience. Upon reviewing a formal request, the appropriate academic leadership liaison will determine any academic credit that may be awarded based on the student's prior experience. TSCC maintains reports that provide (7) all PLA awarded.

Once students are placed in the appropriate courses, TSCC provides additional support services to help improve academic success. Examples include:

- **Tutoring**—Includes both group and individual instruction.
- **Writing and Math Labs**—staffed by faculty to provide students with one-on-one help in mathematics and writing assignments in any course

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

Quality academic advising (1) is a significant priority at TSCC as students are assigned a single advisor upon admission to the College. Advisor assignment is based on the student's choice of

over 70 degrees and 21 program areas of study. Students may make appointments online, in-person, or via a phone call. TSCC also provides an “All in One” (2) event that allows students to complete all of the on-campus registration requirements in one day.

TSCC follows a centralized advising model. Students may access all the College’s advisors within a single office area, along with other support services such as Financial Aid. This model provides the majority part-time student population the opportunity to meet multiple academic needs within a single campus office.

To help acclimate students to the academic challenges and expectations of the College, all students are required to complete GEN 1000 (3) First Year Seminar and are encouraged to complete it within their first year of study. In this course, students learn how to access and use a variety of academic and support services to help them transition smoothly to the college environment and to succeed at Terra. The course is delivered through modules that allow students to choose some topics based on relevance for them. The modules cover a variety of topics including, but not limited to, Financial Aid, Library Research, Study Skills / Stress and Time Management, Career Services/Advising/Planning and Finalizing your Degree, CAMS/Student Portal/E-portfolio, How to Be an Informed College Student, and the Adult Students.

Student progress and persistence is monitored through a caseload management system (Watermark). TSCC students can locate the name of their academic advisor within this system as well as track course completions, progress towards degree and overall earned credits information. Overall student perception regarding the quality of support services TSCC provides is largely positive, highlighted by the most recent Community College Survey of Student Engagement (CCSSE) (4) report; the report provides information such as this: when asked whether the College provides “the support you need to help you succeed at this college,” 73.4% of respondents indicated either “Quite a bit” or “Very Much”.

3D.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 and museum collections, as appropriate to the institution’s offerings).

TSCC supports effective teaching and learning by providing extensive resources and infrastructure that enhances the College’s programs and services.

Technology Infrastructure

The Information Technology (IT) Department at TSCC provides support for classroom and teaching technologies. The IT Department also supports student computer labs, faculty and staff computers, and the extensive wired and wireless infrastructure of the campus.

TSCC partners with the University of Toledo for IT support services to enhance the College’s current offerings. These services include:

- Help desk operations 24 x 7
- Database Administration (DBA) support
- Network Support
- Server Support
- Application/Development Support

- Management and Administration Support
- Systems Programmer position
- Network Engineer position
- Business Systems Analyst position
- Servers and application hosting for Terra's Banner SIS instance

There are also over 17 computer labs throughout campus.

Faculty, staff, and students may submit help desk tickets for issues such as technology and application as well as for password resets. This service is available on the internal SharePoint system, which is accessible only by password. The service is maintained by the University of Toledo, which assigns all tickets based on priority level and building location.

The Technology resources for the College also include services to assist with student learning. An example includes the LMS utilized by TSCC, Canvas. This system provides a repository for instructors to house course materials and assignments, as well as providing a method of communication directly to those students enrolled in their courses.

The College also utilizes Canvas for faculty training. An example includes the Assessment 101(1) Training Module provided to all TSCC faculty.

Science/Allied Health Laboratories and Clinical Practice Sites

TSCC maintains eight labs with specialized equipment to support courses in biology, chemistry, and physics, as well as programs in Allied Health and music.

In addition to labs located on campus, many of these programs participate in clinical practice at various health-care sites (2-4), most of which have additional lab space.

Skilled Trades Labs and Specialty Classrooms

TSCC maintains over 34,000 sq. feet of specialized learning spaces for many of the Skilled Trades programs, including welding, electricity, power technologies, robotics, and computer systems, among others.

Most recently, the College approved approximately \$400,000 to upgrade the welding lab in the Rutherford B. Hayes Skilled Trades Center. The expansion will include 10 additional welding stations to meet the current job demands identified by the College's workforce development partners.

Ongoing projects include a \$200,000 Renovation of the CNC lab—including a new CNC Mini-Mill and CNC Lathe—the PLC lab, and the Engineering Building Lobby.

Over the last three years, the College has invested over \$850,000 in equipment. The equipment includes PLC trainers, Motor Controls Trainers, AC/DC Trainers, Pneumatics Trainers, Automotive Scan tool, Mechanical Power Transmission Trainer, FANUC robotics certification carts, Virtual Machine PLC lab, Laptops, Monitors, Motor Controls Panels with components, and various software licenses to facilitate remote learning. Local capital dollars, the OPWICS grant, RAPIDS grants, COVID related funds, and the Terra Foundation provided the funds for these investments.

Additionally, TSCC houses the Ohio Small Business Development Center (SBDC) (5). Terra State's SBDC has been on campus since 1988 providing confidential one-to-one advising and

entrepreneurial training programs to prospective and existing small business owners in Erie, Ottawa, Sandusky and Seneca Counties. Services are free of charge, although fees may be charged for workshops or seminars.

Library

The TSCC Library provides students, faculty, and staff access to a wide variety of resources, services and facilities. Students and staff have access to the Library's approximately 6,400 sq. foot facility (6) which includes spaces for studying (individually or in small groups) as well as access to a collection of books, periodicals, ebooks and databases, among other items.

Examples of databases include:

- The Ohio Library and Information Network, OhioLINK, is a consortium of 90 Ohio college and university libraries, plus the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research.
- OhioLINK's Electronic Journal Center (EJC) is the first place Ohio's college students and researchers go to find the latest journal articles. It contains over 24 million full-text articles in 10,000 journals from large publishers to small presses.

The Library is open Monday through Friday throughout the academic year and maintains a resource and policy guide on the Terra State website.

TSCC recently hired (7) a full-time Librarian/Manager of Library Services who will help lead a re-imagining of the library functions on campus. This will include facilitating research symposiums for faculty and students, evaluating the available data-bases for faculty and students, and creating information literacy standards and guidelines for the College.

Performance Spaces

TSCC places a significant emphasis on fine and performing arts development and activities. Specialized facilities and spaces include an approximately 3,500 sq. foot recital hall (8), a state-of-the-art audio recording lab, a percussion studio, and several practice rooms and small rehearsal spaces.

The College offers several ensemble options for students, staff and community members including a Symphonic Band, Symphony Orchestra, Jazz Band, Fusion Ensemble, Brass Choir, and Percussion Ensemble among others.

Student Housing

Housing (9) options in close proximity to the College are made available to TSCC students.

Student Activities Center

The College houses an athletics area in Building C, including an approximately 15,000 sq foot Student Activities Center (SAC) which includes the varsity basketball and volleyball gym as well as non-credit offerings for community membership.

Outdoor facilities include tennis courts that are open to students, staff and the public.

Sources

3D.1

1. Academic Service Center Description
2. Fall 2022 Terra Fast Facts
3. Academic Advising Description
4. 2022-2023 Academic Advising Survey
5. Disability Services Description
6. Mental Health Counseling Description
7. IT Help Desk and Computer Services Description
8. Veterans Services Description
9. All in One Advising Flier
10. College Credit Plus Student Handbook

3D.2

1. Mandatory Placement Testing Policy
2. TSCC Advising Policy
3. TSCC Academic Advisor Policy
4. GEN 1000 Course Syllabus- Fall 2022
5. Co-Requisite Model Flowchart
6. TSCC Prior Learning Assessment Policy
7. Prior Learning Assessment Report

3D.3

1. TSCC webpage- Academic Advising Overview
2. "All in One" Academic Advising Description
3. GEN 1000 Course Syllabus
4. Community College Survey of Student Engagement (CCSSE) 2021-2022 Results Summary

3D.4

1. Assessment 101 Canvas Training Module
2. Medical Assisting Clinical Site List
3. Nursing Clinical Site List
4. Health Information Technology Clinical Site List

5. Ohio Small Business Entrepreneurship Center Description
6. TSCC Campus Floor Plan Map
7. Position Description- Librarian and Manager of Library Services
8. TSCC Building D Floor Plan Map
9. TSCC Webpage- Student Housing

Criterion 3- Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

The institution provides quality education, wherever and however its offerings are delivered. The College's certificate and associate degree programs are appropriate to higher education with student learning outcomes, courses, and assessments developed by faculty with input from both internal and external stakeholders. The General Learning Outcomes (GLO's) drive the curricular structure of both applied degree programs as well as the general education curriculum through an emphasis on communication, quantitative reasoning, civic awareness, and research skills, among others. When applicable, academic programs align with discipline-specific standards and/or third-party accreditation requirements. TSCC employs qualified faculty and staff to provide effective, high-quality programs and student services. Faculty and staff participate in professional development and training opportunities that include assessment, diversity, equity and inclusion, and generational awareness, among others. The academic service center, as well as the various classrooms, labs, and performance spaces located across campus provide students with appropriate support and learning spaces. TSCC utilizes the Community College Survey of Student Engagement (CCSSE) to identify ways to improve student services and the overall campus culture, as indicated in 3C.6 with the development of revised GLO rubrics.