

Criterion 4- Teaching and Learning: Evaluation and Improvement

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

4A - The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
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 ensures 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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

4A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

Program Review

TSCC meets its commitment to the Mission standard of providing the “highest quality educational experience and training to our students” in part by a rigorous program review process (1) that outlines the guiding principles and operational steps of the program evaluation process. The College procedure states that the program review model is “designed to provide for frequent review of a programs strengths and weaknesses and to encourage the implementation of concrete action steps to address opportunities for improvement”.

TSCC is currently in the second year of this new model, which places all academic programs on a five-year cycle for review. Previous efforts in program review did not require or yield the breadth of data provided in this new model.

Program faculty are notified (2) when individual programs are scheduled for review and are given instructions (3) for the type of information and data to collect, which include but are not limited to enrollment, assessment of student learning, advisory board input, completion percentage, employment rates, and any outside employer surveys or job market projections. Programs are also asked to complete a SWOT analysis in order to identify opportunities for improvement. Completed program review folders (4) and action plans (5) are submitted to the respective Division Dean and shared with other members of academic leadership. Selected programs are asked to present their review findings to the Board of Trustees for further inquiry and questions. During the 2022-2023 academic year, three programs were asked to provide public presentations:

- Physical Therapist Assistant (PTA) Associate of Applied Science
- Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC) Associate of Applied Science
- Registered Nursing (RN) Associate of Applied Science

Results of these presentations included action steps toward program improvement.

The Nursing Program, for example, was recently awarded a \$200K grant from the Ohio Board of Nursing Nurse Education Grant Program to launch a new part-time, nights and weekend cohort.

This opportunity will allow the program to add an additional 48 students in the first year and an additional 48 students during the second year in order to help build enrollment and stabilize the revenue and expenses of the program identified in the program review.

New tutoring and assessment processes throughout the curriculum have also helped to contribute to a Fall 2022 100% pass rate on the NCLEX Licensure exam.

The PTA program used the Program Review process to develop new student recruiting strategies which has helped increase student enrollment (6) for Fall 2023 (currently 14 students- (Fall 2021 was 15 students, Fall 2022 was 10).

In an effort to collect more comprehensive data, The College provided higher education consultant Ad Astra with enrollment and financial data for each academic program at TSCC. The data was utilized to create a report (7) reflecting overall program revenue, cost, and cost per course section. The final report was shared with Division Deans and academic leadership to serve as a foundation for future program review reports.

Several TSCC academic degree programs (8) also have external accreditation requirements that provide a regular program review including:

- 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 College is currently revising the institutional General Learning Outcomes and working with individual programs to complete program learning outcome mapping. This data will prove significant in order for faculty and administration to gain a better understanding of program success and viability.

4A.2 The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

In addition to earning credits at other institutions and receiving equivalent credit via OT36(9)(formerly the Ohio Transfer Module) or the Transfer Assurance Guide (TAG), some students come to TSCC with prior learning experiences comparable to learning achieved in college classrooms.

Prior Learning Assessment (PLA) gives students the opportunity to earn college credits for learning through work experience, military, life experience, industry credentials and non-traditional schooling. TSCC views PLA as less about the experience itself and more about the learning that has taken place. Credit for PLA is granted by the Division Deans (10) through several options (11-12), among others:

- ❑ Portfolio Evaluation–Students meet with a faculty member to discuss each course for which they seek credit and, if appropriate, the student assembles a portfolio of relevant evidence. Upon the portfolio review, the faculty member will recommend to the Dean whether credit should be awarded for prior learning.
- ❑ Proficiency Exam–Students may receive credit for previous academic work or experience on the basis of a proficiency examination. Individuals may take a proficiency exam at any time prior to enrollment in the course.
- ❑ College Level Examination Program (CLEP)–Students may receive college credit for previous academic work by passing a CLEP exam, a standardized national exam.

TSCC has awarded (13) 2658.5 academic credits through PLA from AY 2021-2023.

4A.3 The institution has policies that ensure the quality of the credit it accepts in transfer.

TSCC's catalog includes the process for evaluating and ensuring the quality of all transfer credit (14-15). An official evaluation of the transfer credit will be completed by the Student Records Office after the student has been accepted by the College and has submitted all official transcripts. Academic Deans work with program faculty to determine if any credit is eligible for transfer. Students may appeal decisions regarding the transfer of credit. The steps of this process are included in the College Catalog and Student Handbook- Academic Process and Procedure (16).

Commonly transferred-in courses are part of standardized transfer guides,(17) including Ohio Transfer 36 (OT 36) courses (formerly Ohio Transfer Module), used by the College's Records Office in the evaluation process. 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. Additional information regarding transfer pathways and transfer guarantees can be found on the Ohio Department of Higher Education (ODHE) website (18).

The TSCC Catalog also includes a description of the The Ohio Guaranteed Transfer Pathways (OGTPs), which are designed to provide a clearer path to degree completion for students pursuing associate degrees who also plan to transfer to an Ohio public university to complete their bachelor's degree. The OGTPs also constitute an agreement between public community colleges and universities confirming that community college courses meet major preparation requirements and will be counted and applied toward the bachelor's degree. The Catalog also includes a description of (9)Transfer Assurance Guides (TAG's), (19)Career Transfer Assurance Guides (CTAG's), (20)Military Transfer Assurance Guide (MTAG), (21)Industry-Recognized Credential Transfer Assurance Guide (ITAG), as well as a listing of approved OT36 courses (17) within each degree program in order to help students complete general education requirements.

4A.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 ensures 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.

The institution maintains and exercises authority (22) over prerequisites for courses, rigor, expectations for student learning, access to learning resources, faculty qualifications, and dual enrollment alignment.

TSCC maintains appropriate authority over the quality and rigor of its academic programs and courses, expectations for student learning, access to learning resources, as well as faculty qualifications, including those who teach through the College Credit Plus (CCP) program. TSCC ensures, through the College's CCP Policy (23-24), that "students who enroll in the CCP program are expected and required to perform at the same level as all other TSCC students and are subject to the same policies and procedures, academic practices, and grading standards as all other TSCC students."

Curriculum Oversight

- TSCC's faculty-led Curriculum Committee (CC) follows a consistent process (25) for curriculum approval and is charged (26) with the following:
 - Maintain the integrity of the College curriculum
 - Provide preliminary approval (27) for changes in credit hours, contact hours, pre/co-requisites, name, and course descriptions
 - Refer curriculum committee preliminary approvals to the Council for Academic and Student Affairs (CASA) for new courses, certificates, majors, and degrees.

- Sponsor a joint task force consisting of faculty, tech prep, student services, financial aid, and the academic deans to examine the guidelines for off-campus College Credit Plus/Enrollment offerings.

Changes are incorporated annually in the College Catalog and Student Handbook, which is reviewed and approved by the Senior Vice President for Innovation and Strategic Planning.

Faculty Qualifications

TSCC ensures that all part-time and full-time faculty members have the appropriate education and/or professional credentials that meet or exceed requirements for the courses they teach. In some cases involving necessary professional development, faculty may be required to have a plan in place to obtain those credentials.

Ensuring Quality and Standards for College Credit Plus (CCP) Courses

TSCC is committed to quality College Credit Plus (formally dual enrollment) programs and partnerships that are consistent with the college-level learning that takes place on the main TSCC campus or through on-line delivery. TSCC sets clear requirements and expectations (28, 54) for our secondary school partners that cover admissions, enrollment, and curriculum expectations.

CCP faculty are provided course syllabi (29), required student outcomes, all learning materials for the course(s), access to the institutional LMS (Canvas), and all other relevant college policies and procedures prior to beginning instruction. TSCC has an established Curriculum Committee (26), that is led by faculty and includes significant faculty representation, to ensure (among other duties) all courses conform to the College's academic standards and policies.

CCP faculty are also invited to attend (30) professional development sessions (a minimum of three hours, as dictated by Ohio law) prior to the start of each academic year. All College Credit Plus (CCP) faculty are evaluated each term by means of an in-class observation (31) and a syllabus review.

TSCC faculty credentialing requirements (32) are the same for full-time, adjunct, and CCP faculty teaching at high schools. Credentialing requirements follow Ohio Department of Higher Education faculty qualification guidelines and are applied equally whether the course is taught on campus or remotely. The following examples illustrate how the College ensures that CCP faculty remain in compliance with TSCC standards:

- TSCC ensures that CCP adjunct faculty teaching at the high school participate in required institutional assessment work.
- All potential CCP faculty are vetted and on-boarded to TSCC by Division Deans or other designated academic leaders.
- CCP adjunct faculty are provided learning opportunities throughout the year that include Canvas training (College LMS) and pedagogy.

All faculty in need of additional credits to meet HLC's faculty qualifications and expectations work with the Division Dean to create a Development Plan to complete credentials within an agreed upon time frame. The plan includes a regular progress review by the Division Dean.

Learning Resources

TSCC provides students with a range of learning resources that support academic success. Examples of services provided include:

- Academic and Career Advising
- Disability Services
- Mental Health Counseling
- Tutoring
- IT Helpdesk Support
- Canvas (LMS) Support
- Library Resources

Student Support Services are supervised by the Dean of Student Success and the Senior Vice President for Innovation and Strategic Planning. These institutional leaders meet (33-35) regularly with all departments to ensure departments are utilizing institutional data as part of regular decision-making and forward planning.

Further support provided by Academic Advisors include an alert system that allows advisors to contact students when they are struggling academically. Information is taken directly from Canvas to trigger the alert system. This proactive step assists faculty as they simultaneously work with those students to help improve performance.

Advisors are provided specific on-boarding training upon hiring at the College. This training includes completion of various training modules (36), each highlighting different aspects of this position.

TSCC also provides students with access to technology as evidenced by the 18 computer labs available throughout the main campus.

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

TSCC maintains specialized accreditation for five academic programs:

- **(37)Health Information Technology**–Commission on Accreditation for Health Informatics and Information Management Education ([CAHIIM](#)).
- **(38)Medical Assisting**–The Medical Assistant certificate program is accredited by the [Commission on Accreditation of Allied Health Education](#) programs upon recommendation of the Medical Assisting Education Review Board (MAERB).
- **(39)Nursing**–Accreditation Commission for Education in Nursing (ACEN)
- **(40)Physical Therapist Assistant**–Commission on Accreditation in Physical Therapy Education (CAPTE)
- **Ohio Peace Officer**- Ohio Peace Officer Training Academy (OPOTA)

These accreditations, listed in the College Catalog and Student Handbook and the College [website \(41\)](#), ensure that programs remain relevant and current. Specialized accreditation is necessary for licensure in each of the aforementioned programs.

Currently, all programs requiring accreditation for licensure or certification are accredited and in good standing.

4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials 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.

The most recent data collection from the [National Student Clearinghouse \(42\)](#) reinforces the emphasis TSCC places on student preparation and transferability. For example, students entering the 2017 through 2019 cohorts transferred to approximately 176 public and private, 2 and 4-year institutions, with 2750 of those students receiving degrees from those schools.

Graduates from TSCC programs can receive a number of industry certifications, including (but not limited to) Welding Qualification and Certification, Brazing Qualification and Certification, EPA Testing, Certified Fiber Optic Technician, and Cisco Certified Networking Associate. [Students may choose from over \(41\)](#) 70 degree and certificate options in 21 different program areas.

The Academic Advising Department is piloting a new [graduate survey \(43\)](#) with distribution to begin Spring 2023 to collect data including employment and future educational pursuits. [Results \(44\)](#) will be analyzed, distributed, and [shared \(55\)](#) for action planning prior to the start of the Fall 2023 academic term.

[Pass rates \(39, 53\)](#) on state and national exams are another way TSCC measures its program learning outcomes. For example, graduates of the TSCC nursing program in 2021 had pass rates for RN (78.38%) that are higher than the national average (68.8%, respectively).

[Advisory Board feedback \(45\)](#) is critical to maintaining program relevancy and ensuring the College is meeting current labor trends. Membership normally consists of current faculty and staff, community stakeholders, and local business leaders. Feedback includes curriculum suggestions, knowledge, skills and abilities necessary for career success, and networking

opportunities for students through internships or shadowing events. Feedback from these annual meetings has also led to new program requirements, for example changes to the Capstone course (46) for the Physical Therapist Assistant program in order to increase national licensure test scores.

Several Advisory Boards, including the Registered Nurse Program and Digital Media Technologies (47), also provide regular feedback (48) about the performance of the TSCC graduates board members have hired.

TSCC provides students with multiple avenues for transfer opportunities (14) with regional 4-year institutional partners. These articulations range from college-wide course articulations to those that are more program-specific (49-50). Data from the National Student Clearinghouse (42) provides evidence of the significant number of TSCC students who transfer to institutions across the region and State of Ohio.

TSCC partnered with Economic Modeling Systems in 2017 to create an Economic Impact Report (51) that helped illustrate, in part, the economic impact and benefit of TSCC alumni and students. Highlights include:

- During the analysis year, currently employed, past and present TSCC students generated 68.8 million dollars for the service districts of Ottawa, Sandusky, and Seneca Counties
- These students will receive a present-day value of 113.7 million dollars in increased earnings over their working lives
- Every dollar that society spent on TSCC FY 2015-2016 education, will generate \$15.10 in benefits

These results, in part, have contributed to the anticipated enrollment growth over the span of the new 2024-2026 Strategic Plan (52), as well as future community partnerships involving athletics and recreation. The College plans on exploring a future Economic Impact Study in order to have current statistical data that can contribute to evidence based decisions.

4A Sources

1. TSCC Program Review Process 2020
2. TSCC Program Review–Faculty Notification
3. TSCC Program Review Questions
4. TSCC Program Review Folder Information
5. TSCC Program Review Action Plan Template
6. Fall 2023 PTA Enrollment
7. Ad Astra Program Review Results
8. TSCC Webpage- Accreditation

9. Ohio Transfer 36 (OT 36) Overview–transfercredit.oh.gov
10. Prior Learning Assessment Overview
11. Prior Learning Assessment Application Form
12. Prior Learning Assessment Request Form
13. PLA Credit Awarded, AY 2021-2023
14. TSCC 2022-2023 Catalog- Transfer Program Information
15. Transfer Policy
16. TSCC 2022-2023 Catalog- Academic Practices, Policies and Procedures
17. TSCC Academic Catalog–Associate of Arts (AA)
18. Ohio Transfer to Degree Guarantee–Ohio Dept of Higher Education
19. TSCC 2023-2024 Catalog- Career Transfer Assurance Guide (CTAG) Definition
20. TSCC 2023-2024 Catalog- Military Transfer Assurance Guide (MTAG) Definition
21. TSCC 2023-2024 Catalog- Industry-Recognized Credential Transfer Assurance Guide (ITAG) Definition
22. Prerequisite and Corequisite Skills Policy
23. College Credit Plus Policy
24. College Credit Plus Admissions Policy
25. Curriculum Committee Flow Chart
26. TSCC Committee Charges–2022
27. Curriculum Committee Meeting Minutes–Syllabus Template Review- April 11, 2023
28. CCP and Adjunct Faculty Professional Development Session Agenda, Aug. 18 2022
29. CCP Fall 2022 Course Syllabus–HIS 1010 Western Civilization, Clyde HS
30. CCP Professional Development Session PowerPoint, Aug 18 2022
31. CCP Classroom Observation. Introduction to Hospitality Management. Fall 2022.4A
32. Adjunct Faculty Employment Form
33. TSCC Advising Team Meeting Minutes- 1/26/2022
34. TSCC Advising Team Meeting Minutes- 9/15/2022
35. TSCC Advising Team Meeting Minutes- 12/15/2022
36. Advisor On-Boarding Module #1
37. Health Information Technology–Accreditation Confirmation (website)

38. Medical Assisting Program–Accreditation Confirmation and Licensure Pass Rate (website)
39. Nursing–Accreditation Confirmation and Licensure Pass Rate (website)
40. Physical Therapist Assistant–Accreditation Confirmation and Licensure Pass Rate (website)
41. TSCC Website–Degree and Certificate List
42. National Student Clearinghouse Data–2017-2019 Graduate Cohorts
43. Graduate Survey Template
44. TSCC Graduate Survey Results
45. Advisory Board Minutes, Accounting AAS– October, 2021
46. Advisory Board Minutes, Physical Therapist Assistant– November, 2021
47. Advisory Board Minutes, Digital Media Technologies–April, 2022
48. Advisory Board Minutes, Digital Media Technologies, March 24, 2021
49. Articulation Agreement–Heidelberg University
50. Articulation Agreement/MOU–Tiffin University
51. Economic Impact Study Main Report– August, 2017
52. 2024-2026 TSCC Strategic Plan
53. Registered Nursing Advisory Board Minutes, April 22, 2022
54. Employment Offer Process
55. Advising/Admissions Meeting (Graduate Survey Results)- July 6, 2023

4B. The institution has effective processes for assessment of student learning as part of its commitment to the educational outcomes of its students.

The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

1. The institution uses the information gained through assessment to improve student learning.
2. The institution's process and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4B.1 The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

TSCC's systematic approach to assessment of student learning includes several components:

- Communication
- Infrastructure
- Data Collection
- Data Analysis
- Results Implementation
- Reflection

Assessment is also tied to the Mission of the College to “provide the highest quality education and training to our students”

Communication

An effective assessment process begins with the communication of student outcomes. TSCC two different types of learning outcomes, general and programmatic:

General Learning Outcomes

(1) General Learning Outcomes (GLO's) were established (2) by the institution's Assessment Committee and are monitored throughout each academic year. GLO's reflect general skills, knowledge, and abilities that are embedded throughout all academic coursework in the College but are only measured in the General Education curriculum. The Assessment Committee developed two additional tools to assist the data collection process- a curriculum map (3-4) that indicates which general education courses measure specific GLO's, and rubrics (5-7) that provide measurement standards for each outcome. GLO's are reflected in course syllabi (8-10) to reinforce to both students and faculty the specific outcomes measured in each course.

Program Learning Outcomes

Each applied degree program at TSCC has established program learning outcomes (PLO's) specific to their academic discipline. PLO's are often determined as a collaborative effort between faculty and Advisory Committee (11) members in order to best reflect industry standards and needs, or as a direct requirement through outside accrediting bodies. Each applied degree program at the College has established a set of PLO's that are also reflected in a curriculum map (12-13) that indicates where each outcome is Introduced, Reinforced, and Measured. Outcomes are then included on the specific course syllabi that coincide with the curriculum map.

Infrastructure

The College has established three college-wide committees that contribute to the development, collection, and analysis of learning outcomes:

- Assessment Committee

- Curriculum Committee
- Council for Academic and Student Affairs (CASA)

Assessment Committee

The TSCC Assessment Committee is charged (14) with facilitating the assessment efforts across campus. Committee membership is composed of faculty, staff and administration in order to represent diverse expertise as well as representation from both program and general education faculty. TSCC believes assessment is a faculty-driven process, which is reflected within this committee as faculty serve as a co-chair. The faculty co-chair also receives a 1-credit hour release in order to serve in this leadership role.

Rather than directing faculty and program leadership in how and what to assess, the Committee provides tools and resources to ensure curriculum mapping is current and professional development is provided (17-19). For example, professional development opportunities include training in how to write effective outcomes, rubric development and usage. The Committee reviews data (20-21) collected from faculty and helps faculty identify trends and opportunities for improvement.

Future committee work includes:

- Distributing external surveys to identify which skills and abilities new hires will need in order to progress in their positions, as well as what strengths and weaknesses they observe from our graduates.
- Creating an “Annual Assessment Report” which includes assessment results from all academic programs across campus.
- Providing an annual presentation (20, 24) to faculty sharing General Learning Outcome results

Further activity also includes working with individual (29) academic programs to refine curriculum maps and student artifact selection.

Curriculum Committee:

The TSCC Curriculum Committee is charged (30) with recommending new and revised student learning outcomes as well as changes in credit hours, contact hours, pre/co-requisites, course name, and course description to CASA for final approval. The Curriculum Committee also recommends changes in course content and/or description, program and certificate curricular changes.

The Curriculum Committee also reviews individual course syllabi (10, 15-16) at TSCC to ensure that learning outcomes are addressed in each course (including General Learning outcomes). Faculty utilize this information when submitting end-of-term assessment data through the Canvas LMS system.

Council for Academic and Student Affairs (CASA)

(32) Council for Academic and Student Affairs (CASA) is charged with providing the final approval for academic and student services curriculum, policy and procedure, which includes program and general learning outcomes. CASA is composed of representatives from both academics and student affairs including faculty, staff and administration.

Data Collection

Assessment data at TSCC is collected once per academic term during the fall and spring semesters. Faculty are notified (35) by the Vice President for Academic Affairs to begin collecting GLO data, which is entered via the College's learning management system, Canvas. Faculty are able to link (36) the specific assignment, project, tests, etc. they have identified for outcome measurement with the appropriate rubric assigned by the GLO curriculum map. Once linked, rubric scores for each individual student are entered and saved within Canvas.

Applied degree faculty collect assessment data simultaneously that is housed within each individual department.

Data Analysis

Data analysis for GLO's begins with the institutional Assessment Committee. Data collected within Canvas is transferred to a spreadsheet (26) that breaks down rubric results for each GLO by individual course. Committee members review data results (22-23, 18,24) against previous academic terms and identify trends and observations that may contribute to the improvement of student learning within each outcome area. An example includes a recent Assessment Committee recommendation that indicated the lack of data collected for GLO #5, Engage in our Democratic Society. As a result, the GLO curriculum map was revised to assign courses that integrated concepts of democratic engagement to ensure more robust data was collected for future terms.

Need example of applied degree analysis- nursing? Reached out to Becky 11/25

Future data analysis includes isolating specific instructional modalities within each GLO such as land-based vs. online, or courses taught by full-time vs. adjunct faculty.

Data Results

Data results are shared in multiple ways, including both at the committee, departmental, and institutional levels. GLO data results are shared during Assessment Committee meetings (20) as well as open faculty sessions (18). Results are also shared at the programmatic level through individual meetings (29) with department faculty. Discussions at all three levels include a review of the actual data as well as strategies on how the results can be implemented to improve student learning at both the general and program levels.

Implementation and Reflection

TSCC's Assessment Committee regularly reflects on both data results as well as those suggestions and conversations collected from departmental and institutional meetings. Recent examples of changes implemented as a result of these discussions (5) include the need to simplify the GLO rubrics to a more condensed form. Several faculty indicated that they were unsure what or how they were assessing due to the complexity of the original rubrics, thus

compromising the usefulness of the data results. As a result, Committee members re-designed the original rubrics and will be utilized for the first time during the Fall 2023 data collection cycle.

The Assessment Committee, in conjunction with recommendations from faculty, also made the decision (4) to measure GLO's only in general education courses, allowing applied degree programs to focus on the development and measurement of PLO's.

Also beginning Fall 2023 is a new set of General Education courses assigned to measure each GLO. Committee members designed a new curriculum map that ensures each general education course measures at least one GLO.

At the program level, individual department meetings have helped contribute to changes with curriculum maps. An example includes recent changes (13) to the Nursing RN degree map that revised the courses identified to introduce, reinforce, and measure each outcome based on the need to provide more relevant data.

Co-Curricular Assessment

As a result of the previous HLC site visit, TSCC recognized the need to improve several aspects of the institutional assessment process, including co-curricular assessment. The College joined the HLC Assessment Academy in 2019 to help address this aspect of assessment. While the efforts in co-curricular assessment remain at an introductory level, the College has made progress as a result of the Academy participation.

The original charge (40-42) of the Academy project focused on:

- ❑ Distributing a student-wide survey and establishing a baseline database of current co-curricular activities on campus.
- ❑ Analyzing the survey results to identify priority programs, activities, and subpopulations to target for development of assessment processes.
- ❑ Developing a reporting system to collect data and produce reports as well as to demonstrate how the information will be used.

TSCC has since defined co-curricular assessment as instruction occurring outside the classroom that supplement that which is provided by the instructor. The Assessment Committee has distributed and collected usage and satisfaction surveys (21) for both the academic advising and tutoring offices and plan on reviewing results for future assessment work.

Certificate Assessment

Terra State has implemented a stackable certificate model reflective of the Ohio Department of Higher Education funding model which awards completion funding for completion of technical certificates with a minimum of 30 credit hours. The first certificate represents the completion of the freshman year while the second certificate is added/stacked representing completion of the second-year coursework and completion of the applied associates degree.

The certificates are embedded in the degrees and are assessed as components of their parent degree. The Ohio Department of Education along with the Ohio Association of Community Colleges is investigating future funding for short term certificates. If short term certificates are

developed for the purpose of pursuing additional state funds and be available for Title IV funds, the college would assess these potential short-term certificates (less than 30 hours).

Future Assessment Steps

Future Next Steps include:

- Increasing the number of faculty members on the TSCC Assessment Committee. Prior to Fall 2022, the Committee consisted of only two faculty members. However, by Spring 2023 the membership has grown to six members and now counts equally with the six administrative members who also sit on the committee. The goal for 2023-2024 would be to identify 2-3 additional faculty members, preferably representing both general education and applied degree program areas. The Committee also now consists of a faculty and administrative co-chair.
- Having committee members meet individually with at least 2-3 academic programs each term to review curriculum maps, student artifacts identified to measure outcomes, and the tools utilized for this measurement. This initiative was piloted Spring 2023 with the Medical Assisting Program.
- Creating an annual “Assessment Annual Report” (beginning Spring 2024) that includes assessment results from both general and program learning outcomes. This report would also include a public presentation of the data results. This initiative was piloted Spring 2023 with a faculty presentation of the most recent General Learning Outcome assessment results.

4B.2 The institution uses the information gained through assessment to improve student learning.

All degree programs at TSCC (at both the general and program levels) rely on assessment data in order to make programmatic changes and improvements.

General Education (A.A and A.S. Transfer Degrees)

The institutional Assessment Committee has reviewed trend data collected from previous GLO assessment submissions and shared (20 the data results both with Committee members as well as with College faculty and staff (24). Three conclusions were identified as a result of the data analysis with action steps implemented to address all three areas:

1. First, the faculty were unclear as to which specific GLO's they were assigned to assess in any given term. In order to address this issue, the Assessment Committee developed (4) a revised Curriculum Map (3) in Fall 2023 for each of the institutional GLO's that specifically assigned courses to GLO's.
2. Second, the rubrics utilized for assessment scoring were determined to be overly complex and cumbersome, resulting in data that may not be reliable or consistent. As a result, the Committee developed a revised set of GLO rubrics (5-7) that were presented to faculty prior to the start of the Fall 2023 term. These rubrics were uploaded into the Canvas LMS system in order to allow for ease of input by all of the faculty measuring the

GLOs. Results will be collected at the end of the 2023-2024 academic year and shared with faculty to compare results with previous years.

3. While the GLO data collected provided a macro viewpoint (26) of the results, the faculty co-chair of the Assessment Committee proposed (27) providing greater detail by breaking the data down by instructional modality such as land-based vs. online courses or those courses taught by full-time vs adjunct faculty. This data will be collected and shared in Spring 2024.

Communication is also an essential element in the culture of assessment at TSCC. Members of the Assessment Committee provide both informational sessions college-wide to faculty and staff to present data results, but also Assessment training workshops (17-19) for both dual enrollment and main campus faculty in order to establish a baseline standard of expectations.

Applied Degree Programs

Program Review

All programs at TSCC also are assessed every five years as part of the institutional Program Review process (58). Select programs are also asked to make formal presentations to both the institutional leadership team as well as the Board of Trustees.

Results of these presentations included action steps toward programmatic improvement. The Nursing Program for example, which presented (44) to the Board Fall 2022, has begun creating an initial plan to develop an evening cohort model in order to help build enrollment and stabilize the revenue and expenses of the program as a result of the program review results. New tutoring and assessment processes throughout the curriculum have also helped to contribute to a Fall 2022 100% pass rate on the NCLEX Licensure exam.

Further, after analysis of the Clinical Experience Evaluation (as part of the Ohio Board of Nursing Systematic Plan (45) of Evaluation) faculty discovered that students “primarily rate clinicals based on skills available during clinical time.” As a result, faculty now emphasize critical thinking and critical judgment during clinical time and the importance of on-going assessment of assigned patients.

The PTA program used the Program Review process to develop new student recruiting strategies which has helped increase student enrollment (46) for Fall 2023 (currently 14 students- (Fall 2021 was 15 students, Fall 2022 was 10).

Other examples of academic programs who have demonstrated exceptional work collecting and analyzing assessment results include:

Power Technologies

In the Fall of 2019, Terra State was awarded (60) a \$128,400 RAPIDS capital grant to update and replace aging PLC equipment on campus. TSCC was advised by local manufacturing partners that the PLC systems being used would soon be outdated legacy systems based on industry standards. Heeding the advice of the manufacturing partners, the decision was made to update the lab with Allen Bradley Compact Logix PLC training systems.

Inspired by the investment in the PLC lab, the College's Lead Electrical Faculty was awarded \$349,000 to lead the College toward a competency based education model in all PLC related academic courses. Further curriculum changes based on these recommendations included integrating Festo Lab volt trainers in the basic electricity courses, so students earn a NC3 industry certification upon completion of the coursework.

The use of the CompactLogix training workstations in the College's credit and non-credit training allow students and incumbent workers to develop and build a solid foundation of automation system knowledge. These stations allow students and incumbent workers to become familiar with a variety of automation hardware and software. These workstations are more specifically used to establish communication and control of automated and robotic equipment. Students and trainees learn basic programmable logic controller programming, drive configuration, visualization applications, and distributed control via Ethernet/IP.

Manufacturing Technology

In 2021, TSCC was granted (59) \$107,413 to purchase two new CNC machines to update the College's CNC lab and education. During multiple visits with manufacturing partners, including members of the program's Advisory Committee, on campus and at their facilities, the faculty and administration were advised that the program's CNC equipment was aging, and the education provided was not staying current. The decision was made to purchase Haas CNC machines and integrate the Haas CNC certification into the course curriculum.

Being awarded the new equipment also made the College assess the current CNC lab space. The new machines would not fit in the existing space. Upon review of the original building architectural drawings, it was confirmed the intended CNC lab space was being used as a multiple purpose room. The decision was made to renovate the space and build a new CNC lab in its intended location in the building. College capital dollars (along with a donation from National Machinery) allowed the College to establish the National Machinery Advanced CNC Lab. In 2023, the College was awarded an additional \$110,742 in capital dollars to purchase additional CNC lathe machines. The College has been working the State of Ohio Controlling Board process and anticipates funds to be released before the end of 2023.

Nursing

The Nursing program at TSCC has a long-standing tradition of excellence and has been responsible for training numerous nursing professionals throughout Northwest Ohio. The program has also demonstrated the ability to utilize assessment data in order to address curricular issues that have emerged.

During the 2017-2018 academic year, the Accreditation Commission for Education in Nursing (ACEN) completed a site visit to TSCC and provided a formal notification of action (47-49) that included evidence of non-compliance in two specific areas- Criteria 6.1 and 6.4. Details included:

- There is a lack of evidence that the expected levels of achievement of the end-of-program student learning outcomes are consistently met

- There is a lack of evidence that there is ongoing assessment of the extent to which students attain the end-of-program student learning outcomes
- There is a lack of evidence that assessment data are consistently analyzed and used in program-making for maintenance and improvement of students' attainment of the end-of-program student learning outcomes
- There is a lack of evidence that there is ongoing assessment of the extent to which graduates of the nursing program are employed

As a result, the Nursing program coordinated with an ACEN representative in order to work with program faculty and administration and recommend (47-48) action steps toward the aforementioned compliance items. Specifically, the representative indicated the outcomes measures utilized by the program were not providing useful or accurate data. As a result, and based on the guidance of the ACEN representative, program faculty and leadership completed an extensive Systematic Plan of Evaluation (45) that illustrated the data collection results, analysis and actions implemented throughout the program.

Another action step of significance was adding a dedicated academic success coach for the Nursing program. While not formally hired until a few years after the site visit, this individual has proven essential to ensure guidance to those students who demonstrate academic need.

Other areas were identified as "Needing Development," which included Standard 4.2: Ensure the course student learning outcomes/course objectives consistently progress throughout the curriculum in support of the end-of-program student learning outcomes.

Among the recommendations:

- Create a Clinical Judgment in Nursing (50) course in order to better prepare students for the Next Generation NCLEX exam.
- Eliminate the Pharmacology course normally taken during the first semester of the program in order to both make room for the Clinical Judgment course as well as to integrate pharmacology in other courses and throughout the curriculum.
- Create a Complex Patient Care/Transition to RN Practice in order to provide students with practical opportunities to study patients with multiple symptoms.
- Re-evaluate the clinical experience to focus more on clinical *judgment* than totally on skills, which is more in line with current accepted practice.
- Review clinical assignments to allow for more opportunities for students to explain *why* a patient is taking a certain medication as opposed to simply listing the types of medications.
- Eliminate through curriculum redesign the nursing theorist and 2000 NLN competencies, in order to facilitate student achievement of end-of-program outcomes.

The Nursing program began implementing these recommendations during the next 2-3 academic years, which contributed to an increase in NCLEX passage from 83.33% in 2019 to 91.3% in 2022 as well as a 100% employment rate. In April 2020, The ACEN Board of

Commissioners also granted (48) “continuing accreditation to the associate nursing program with removal of conditions as the program is in compliance with all Accreditation Standards and Criteria.” The next onsite accreditation review will take place during the Fall 2025 cycle.

The NUR 1150 Clinical Judgment in Nursing was approved by both the Curriculum Committee (31) and CASA (33) during Spring 2023.

Physical Therapist Assistant (PTA)

Likewise, the PTA program at TSCC has provided high-quality medical training for several years to some of the College’s most advanced and accomplished students. The program has also demonstrated the ability to quickly recognize areas of improvement and take necessary actions based on data and accreditation standards.

For example, due to a declining licensure pass rate in 2021, PTA faculty and leadership re-examined both curriculum and assessment data in order to implement necessary changes. As a result, the program embedded an exam prep/study tool called Base Camp - Score Builders as part of the PTA 2902 Capstone course (51). Further, the expectation of passing the Practice Exam and Assessment Tool (PEAT) at a score of 600 or greater became a requirement to pass this course. The PEAT mimics the National Physical Therapy Exam (NPTE) and a "passing" score of 600 or greater shows an increased likelihood of success in passing the NPTE.

This course also embedded continued faculty support, structure and accountability standards to promote student success.

Essentially, providing PTA students with interactive exam/prep tools along with raising performance and accountability standards with increased staff support has generated a substantial positive result towards academic and career goals for our cohort members.

As a result, these interventions contributed to the success of the 2022 Cohort and a first time/ultimate pass rate of 100% pass rate. The updated (46, 52) two-year pass rate is as follows:

Year:	2021	2022	Average
Pass Rates:	66.67%	100%	83.34%

Computer Information Systems, AAS

The Computer Information Systems program is designed for students who have a preference for structure, logic, and detail. Graduates of the Computers Information Systems program learn several state-of-the-art computer languages and are exposed to program development tools, including the use of fourth-generation and web-based development tools. Students are provided instruction throughout the degree program that prepares them for several industry-recognized credentials as part of the Cisco Networking Academy, such as the:

- CCNA Exam, which measures networking fundamentals, IP Services, security fundamentals, automation, and programming.

The assessment of student learning is vital throughout the curriculum in order to prepare students to take and pass these rigorous examinations.

For example, The Hands-On Skills Assessments for Cisco Network Academy require students to understand the physical work that is involved with the CCNA Certification skills. This includes working with real-life routers and switches. Recently, course instructors have determined that many of the students had struggles completing the assignments because of the amount of time they could apply themselves in the lab environment according to their assessments. As a result, instructors implemented more virtual material that would allow them to work on the content in their own time. Upon implementation, instructors found that students had a better understanding of these physical requirements which resulted, in part, in a 100% completion rate of the Final Skills Assessment administered through Cisco's Networking Academy.

Other courses such as CIT 1400 Networking I and CIT 2400 Networking II (53) include projects that are used by faculty to assess student academic performance in the program. A panel of faculty review the selected projects then assess and summarize the academic performance of students at this point in the program. The results of this assessment are shared among the department faculty and used to identify needed changes or improvements and submitted to the Student Academic Assessment Committee as part of the college's overall student academic assessment effort.

Several of these courses utilize a modular-based instructional model, which allows students to master concepts before advancing to the next stage. The rigorous (54) work conducted by the Department includes:

- Identifying student artifacts that best demonstrate and measure the level of proficiency dictated in the curriculum map
- Collecting individual student results and providing a summative score for each Program Learning Outcome
- Determining appropriate action steps as a result of the data analysis
- Reviewing the effectiveness of the action steps as part of the next annual review

This model of regular assessment is foundational to the future of establishing a consistent assessment process and culture across campus.

4B.3 The institution's process and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

TSCC's commitment to sound assessment practices is highlighted by the institution's participation in the HLC Assessment Academy from 2019-2023. The original project goals (40-42) included the creation of program learning outcomes for each applied degree program on campus (as well as curriculum maps that reflected how these outcomes were measured) and developing a system of assessing co-curricular activities on campus.

Program Learning Outcomes:

Training was provided to all applied degree program faculty and Deans in the revision and creation of program learning outcomes incorporating Blooms Taxonomy. Maps were created to

develop concise, measurable, and a logical sequence of skill and knowledge development with appropriate assessment activities.

During this process, faculty were asked to address two primary questions:

1. Are students learning what we need them to learn?
2. How do we prove it?

For the purpose of the Assessment Academy project, faculty followed this multi-step process to address these questions:

- Identify Program Learning Outcomes identified as industry standard and those needed to gain initial employment
- Develop program outcome statements that reflect these standards, using Blooms Taxonomy to create a logical sequence of knowledge and skill development
- Develop a Curriculum Map over the next two years that realigns the GLOs where each outcome is introduced, reinforced, and measured.

To date, outcome statements and Curriculum Maps have been developed for each applied degree program with full-time faculty. These maps were shared with faculty and advisory committee members and stored on the campus intranet system, SharePoint.

General Learning Outcomes:

While not part of the original Academy project, and as a result of the growth of our assessment culture, the Assessment Committee identified a need to not only create a curriculum maps for applied programs, but also for the General Learning Outcomes that provide the foundation of the General Education Program at TSCC. Starting in Fall 2022, the following project goals were established:

- Move GLO assessment from applied programs to General Education
- Develop a curriculum map that aligns each of the six GLO's with the General Education courses that will provide measurement
- Create/Revise a common set of rubrics for each GLO that can be utilized by faculty in any Gen Ed discipline

To date, a curriculum map has been developed and approved by the Assessment Committee aligning each GLO with at least one General Education course at TSCC. New rubrics have been approved by the Assessment Committee and will be distributed to Gen Ed faculty in Fall 2023.

Co-Curricular Assessment:

This was TSCC's first attempt at Co-curricular assessment. The goal was to find out how and how much students were using TSCC's student support services. A survey was designed and distributed to those students utilizing the Advising and Tutoring services in order to identify a

baseline. One of the things the institution learned and shared (55) is that there are multiple opportunities for co-curricular assessment.

One of the other goals was to compare the survey results to that of The Community College Survey of Student Engagement (CCSSE), a comprehensive survey tool used to benchmark student engagement from a consortium of 438 community and technical colleges nationwide (the Consortium) examining five primary categories:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

Among the CCSSE results were low usage rates for Academic tutoring:

How often have you used the following services during the current academic year?"

Peer or Tutoring

TSCC - 90.4% of respondents indicated either "Never" or "1 Time" vs. 78.5 from the Consortium with the same responses.

With only 6 responses from those students utilizing the TSCC Tutoring services, the response rate aligned with the usage issues identified by CCSSE. While the responses we did receive were positive- work was needed to encourage increased engagement.

The TSCC Advising survey received 67 responses, with overall communication the most indicated area of improvement. Strengths included friendliness, personal attention, and going the extra mile.

The CCSSE results yielded positive usage rates for Advising (consistently higher than that of the Consortium).

Service Improvements Based on Academic Advising Survey Results:

- Update the caseload assignments of Academic Advisors and notify students of changes through email.
- Educate students on how to find their Academic Advisor in Banner Self Service and Student Success and Engagement (SSI)
- Limit the movement of academic programs and students between advisors.
- Update the Advisor Options.
- Work with advisors to find more efficient survey distribution methods.

Service Improvements Based on Tutoring Survey Results

- Make it a priority for tutoring staff to help students identify campus resources

- Work with tutoring staff to find more efficient survey distribution methods.

Athletics also plays an integral role in the TSCC campus culture, and the College monitors the academic performance of its student athletes as a part of compliance with NJCAA performance and equity standards. Since 2020, between 50 -115 student athletes have participated in (currently) six varsity and two club sports. Each season, student athletes participate in a monitored study table held in the campus library. Aligned with our mission to provide the highest quality education and training, the Terra State Basketball teams, for example, adhere to a “Definite Dozen” (56) that outlines both academic and athletic expectations for players.

Other co-curricular assessment opportunities include evaluating the residential housing experience for those students who live on-campus. Residential student housing on Terra State’s campus was established in fall semester 2018 as a public-private partnership between Terra State Community College, which provided land; a not-for-profit corporation, which serves as the operator; and a commercial developer that built the structure. The residence hall has 105 apartment units, comprised of four different floor plans that can house 225 students. The building, named the Landings at Terra Village (Landings), is overseen by the not-for-profit organization. That organization partners with a nearby university for the purpose of residence life programming. The College, although neither formally the owner nor operator, remains in regular communication with the residence hall staff.

Future opportunities for co-curricular assessment include a review of the campus food service provider, AVI, and the Campus Bookstore provider, Follett. Both entities serve a vital role in the student experience at TSCC and the College is committed to reviewing the operational effectiveness and its ultimate alignment with student success and learning.

Data Sharing and Assessment Celebration:

An example of the College’s expanded assessment culture occurred in Spring 2023. Members of the Assessment Committee provided data sharing workshops to the Campus Community that provided an update on the GLO assessment results and data from the previous three academic years. Discussions included identifying which GLO’s were yielding the highest achievement results and those where students may have underperformed initial expectations. Presenters also helped identify those GLO’s with smaller results submissions. An action project for the next two years will address student performance in GLO 5.

These workshops allowed the campus community to both celebrate student success as well as reflect on the gaps that were identified as part of the assessment analysis.

HLC Mentor Feedback

TSCC graduated from the Assessment Academy in Fall 2023. The two mentors assigned to the College provided positive feedback as a result of the College’s participation and in response to the final Impact II Report (57). The responses reflect increased faculty involvement and participation in the assessment process, the creation of a positive assessment culture, and developing a focus on student learning achievement.

Kirstan Neukam, Mentor:

Terra State Community College has done remarkable work over the last four years. They have created, measured, collected, and analyzed Program Learning Outcomes for all of their Technical degrees. As a result of this, they have also revisited their General Learning Outcomes and are in the process of revamping them and will be collecting data on the newly revised outcomes next year. Additionally, they have begun the process of measuring co-curricular assessment. Even though they are rethinking their approach from looking at tutoring and advising services only, this broader approach to include more student services and connecting it to student learning is a much richer approach. Finally, they have dramatically changed the culture on their campus. They are moving towards becoming a college that is a strong student learning driven campus.

Good work!

Susan Murphy, Scholar:

Terra has accomplished so much to be proud of. For the term of their project, they have been a serious and productive team while the project expanded and matured to encompass co-curriculum, General Learning Outcomes and confirming program learning outcomes for applied programs.

Terra's project accomplished all of its purposes---though some are still evolving/maturing. The work has involved many faculty and its impact on culture is now becoming clear. Postings describe that conversations with faculty are different and more meaningful with conversations focused on student learning achievement and less on "doing assessment." The training that has been available throughout the project has provided important and necessary new context for these conversations. Terra's work is founded on many good practices.

The impact of this project work is clear with programs recognizing that the work is intended to create useful data that will lead to improvements in student performance. With work in both academic and co-curricular assessment in place, Terra's work can now focus on broader adoption and deeper implementation.

Participation in the Academy has helped create a culture of assessment on campus that did not previously exist. However, the College realizes that this is only the first step in establishing the process and protocols necessary for successful assessment.

Assessment Next Steps

Some assessment next steps include closing the loop on a sustainable process of collecting data, finding meaning in the data, and making adjustments in PLOs, GLOs, and Co-Curricular Learning Objectives.

Improving co-curricular assessment remains a significant project for the institution. While work was done to determine a baseline for usage and satisfaction rates within the tutoring and academic advising departments, further research is required to determine effectiveness and link to academic success.

Immediate action steps include (but are not limited to):

- Creating a Co-Curricular measure of student development in our student organizations with emphasis on leadership and organizational skills.
- Creating a new usage and satisfaction survey for tutoring and academic advising as comparison data from the original version distributed Spring 2023
- Interviewing a sample group of students who have utilized one or both of these support services (perhaps in the format of a Focus Group) and collecting qualitative information on whether the guidance provided resulted in academic improvement.
- Measuring actual final grade results (from a single course) from those utilizing support services and those that did not.
- Determining a success rate benchmark from those instructors who continue to emphasize usage of these support services and those that do not.
- Creating a leadership structure that includes both an Assessment and Compliance Coordinator. Ideally, these individuals would work with multiple campus departments as the College builds a culture of both academic and co-curricular assessment.

TSCC also is committed to continue improving the Program Outcome Mapping component of the Assessment Academy Project.

Immediate actions steps include (but are not limited to):

- Ensuring that all applied degree programs (with full-time faculty) have identified an appropriate student artifact to measure each program learning outcome.
- Providing training and norming sessions to applied degree faculty regarding use of rubrics or other similar scoring sheets.
- Providing regular professional development to faculty on assessment techniques.
- Continue sharing data results from both General and Program Learning Outcome results.

Through the process of continuous improvement and including faculty involvement, TSCC will also:

- Continue providing data results throughout the academic year as well as on the College's SharePoint site (internal data repository).
- Encourage the academic and institutional leaders of the College to continue emphasizing the importance of outcomes assessment and its relationship to the Mission, Vision and Core Values.
- Continue providing professional development to faculty and staff throughout the academic year.

- Provide additional online resources that include data results and instruction.
- Identify opportunities to celebrate positive assessment growth and success.

Summary

TSCC recognizes there is work to be done in developing the structure and mechanisms necessary for creating reliable and meaningful assessment data that can drive curricular change. While these issues are not unique to TSCC, the College recognizes the need for a stronger foundation for its assessment efforts and has embarked on an ambitious plan to align the collection and analysis of general student learning outcomes with general education course improvement.

4B 1-3 Sources

1. TSCC General Learning Outcomes
2. Brief History of TSCC Assessment
3. General Learning Outcome Curriculum Map
4. TSCC Assessment Committee Minutes, May 17, 2023 (GLO Curriculum Map)
5. TSCC Assessment Committee Minutes (reflecting when the revised GLO rubrics were approved)
6. General Learning Outcome Rubrics
7. Revised GLO Rubrics
8. TSCC Syllabus Template
9. TSCC Syllabus with GLO's
10. CIT 2400 Course Syllabus, Fall 2022
11. Program Advisory Committee Minutes
12. *Program Learning Outcome Map- Electricity, Power and Controls
13. Revised Nursing PLO Curriculum Map
14. TSCC Assessment Committee Charge 2022-2023
15. ECO2020 Course Syllabus, Spring 2023
16. ACC2400 Course Syllabus, Spring 2023
17. Assessment Workshop-December, 2020
18. GLO Assessment Faculty Workshop- April 11, 2023

19. Assessment 101 Workshop Certificate- Nursing
20. Assessment Committee–Spring GLO results workshop
21. 2022 Co-Curricular Survey Results
22. IPEDS Data Feedback Report- 2013
23. IPEDS Data Feedback Report- 2021
24. Spring 2022 GLO Assessment Results
25. TSCC Assessment Committee Minutes (reflecting when GLO data was presented)
26. GLO data result spreadsheet
27. TSCC Assessment Committee Minutes (reflecting when Ryan presented proposed changes to GLO data- online vs. face to face, etc)
28. PTA Student Enrollment Data (from 4A)
29. Medical Assisting, AAS PLO Workshop- April 12, 2023
30. TSCC Curriculum Committee Charge
31. Curriculum Committee Meeting Minutes, NUR 1150 Approval
32. CASA Charge
33. CASA Committee Minutes, NUR 1150 Approval
34. TSCC CASA Minutes November 2012
35. VPAA Notification to Faculty for Outcome Data Instruction
36. Screenshot- Canvas Assessment Mapping
37. TSCC Assessment Committee Meeting Minutes, March 2023
38. TSCC Assessment Committee Meeting Minutes, April 2023
39. Revised NUR Curriculum Map- Becky is providing
40. TSCC Assessment Academy Project Goals
41. Assessment Academy Kickoff Project
42. Assessment Academy Project Timeline-2022-2023
43. *Higher Learning Commission Assessment Academy- Project Update #6
44. TSCC Board of Trustee Minutes- Nursing Program Review Presentation- sent to Lisa 5/4
45. Nursing Program Systematic Plan of Evaluation
46. PTA Student Enrollment Data (from 4A)
47. Initial ACEN Accreditation Letter- April 6, 2018

48. Final ACEN Accreditation Award Letter, April, 2020
49. Nursing Program Consultant Recommendations Letter- February, 2019
50. NUR1150 Clinical Judgment in Nursing Syllabus
51. PTA 2902 Course Syllabus
52. The Federation of State Boards for Physical Therapy Licensure Pass Rate Results
53. CIT 2400 Course Syllabus, Fall 2022
54. Computer Information Systems Program Assessment Data and Results
55. 2023 TSCC Advising Division Meeting Notes- Survey Results
56. "Definite Dozen of Terra State Basketball"
57. HLC Assessment Academy Impact II Report
58. Academic Program Review Schedule
59. CNC Lab Rapids Submission
60. PLC Lab Rapids Submission

4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures).

4C.1 The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

TSCC has set several enrollment, retention, and completion goals as part of the 2022-2024 Campus Completion Plan (1). Some examples include:

- Increase full-time student retention to an “aspirational” goal of 65%

The most current NCES (2) Data Report indicates that for those full-time students beginning at TSCC in Fall 2021 and returning Fall 2022 as 63%. This is an increase from the retention rate reported in the 2021 IPEDS report (56%), representing those full-time students beginning in Fall 2019 and returning in Fall 2020.

- Create a baseline of students receiving industry recognized credentials to 525 students by 2024
- Increase the number of “reverse transfer” associate's degrees awarded from 2 (2022) to 20 (2024)

These goals are also supported through the 2021-2024 Institutional Strategic Plan (3), which includes specific metrics for increasing enrollment and overall FTE such as:

- Achieve 137 FTE for the Summer 2022 Term
- Achieve 653 FTE for the Fall 2022 Term
- Achieve 562 FTE for the Spring 2023 Term

From a data analysis standpoint, TSCC actually failed to meet each of the following three targets (4):

Actual FTE:

Spring 2023 – 472.43

Fall 2022 – 532.70

Summer 2022 – 105.30

As a result, the College established new metric goals for the new 2024-2026 Strategic Plan (5) that reflects our changing enrollment trends.

TSCC also recognizes the importance of term to term persistence within the overall goal of degree completion. The Ohio Department of Higher Education (ODHE) distributed a report in 2020 that indicates student success rate performance over a three-year period. The report shows a steady increase for TSCC over that time in persistence, completion, and transfer measures.

The College continues to monitor these trends both from a term to term, as well as year to year retention. For example, while the Fall 2022-Fall 2023 retention rate (6) was 40%, the Spring 2023-Fall 2023 rate was up to 51%. As a result, a particular focus was placed on increasing the number of College Credit Plus (dual enrollment) students enrolling from Spring to Fall terms and increasing the number of student-athletes enrolling from Fall to Fall. Both student population groups have increased over the past three years (for example, CCP over the past three fall terms: Fall 23 – 908, Fall 22 – 855, Fall 21 – 739) and represent a significant target group to help improve the College’s overall retention rates.

As part of the 2021-2024 Institutional Strategic Plan, the College has emphasized data-informed decision making, especially regarding student success. During the 2020 academic year, TSCC transitioned to the higher education data repository software “Watermark (7-8)” which provides tools and resources to assist with student advising, outcomes assessment, and course evaluations (among others). The College anticipates that these tools will enhance its data-driven decisions directed toward strengthening student success. The College will use this data in its new strategic planning process for the 2024 - 2026 Strategic Plan (5), which includes three primary initiatives:

- Create Opportunities for Learning
- Increase Student Enrollment and Success
- Build Relationships and Support

Future Goals- Beginning Spring 2023, TSCC will begin wide-spread training on Watermark to include several additional stakeholders—Advising, Institutional Research, and IT—in order to utilize all of the software’s resources. Among other institutional goals, the College would like to help career and academic advisors access predictive data and real-time analytics in order to provide more effective caseload management. Providing student support (9-10), academics, and administration with additional tools to improve the student experience meets the TSCC Mission of academic excellence and student-focused service.

A Strategic Enrollment Management Plan (11) is being developed by the Senior Vice President for Innovation and Strategic Planning that will, among other components, include recruitment, retention and enrollment.

4C.2 The institution collects and analyzes information on student retention, persistence and completion of its programs.

TSCC utilizes several data sources to remain data-informed in the areas of student persistence, completion and retention.

IPEDS

TSCC provides annual data through the Integrated Post Secondary Education Data System (IPEDS), a system that collects data from every college, university, and technical and vocational institution that participates in the federal financial aid program.

Data included in the annual IPEDS reports (12-15) provide the College with current and historical graduation and retention rates, along with student demographic profiles and subsidy eligibility, among others. This information is utilized in both enrollment management planning as well as fiscal budget projections. For example, according to the Fall 2022 IPEDS Data Feedback Report (13), the full-time retention rate for the Fall 2020 cohort was 54% while the Fall 2019 cohort was 56% for the same student classification. This trend provided the foundation of establishing both the “Acceptable” goal (58%) and “Aspirational” goal (65%) of the 2022-2024 Campus Completion Goals (16-18).

Among other data items collected include unduplicated headcounts of each of the institution’s student demographics. The example below illustrates the increase in those students under the age of 17 and participating in (17,19) College Credit Plus (CCP), the State of Ohio based dual enrollment system. As a result of this increase the College has taken proactive steps to better address and assist this segment, including more intentional advising at the individual high schools as well as assigning a permanent advisor for just CCP students.

Fall 2022

Headcount

Percent of Students 17 and under 676

Fall 2023

Percent of Students 17 and under 892

EADA

The College also produces an annual Equity in Athletics Report (20-21) which shows student aid distribution, student participation and resources given to the athletic program. This report is distributed campus-wide.

The Equity in Athletics Disclosure Act (EADA) requires from all co-educational institutions of higher education that participates in a federal student financial aid an annual disclosure of information about varsity athletic teams and the financial resources and personnel that the school dedicates to those teams.

The information and data is essential in identifying both the required expenditures and available revenue resources for each team. This information is also utilized in determining annual institutional budgets for the athletic department. Data provided in this report includes:

- Athletically Related Student Aid
- Recruiting Expenses

- Operating (Game Day) Expenses
- Total Expenses- Men's and Women's Teams
- Total Revenues- Men's and Women's Teams

The most recent report included data (below) that suggested there was additional roster capacity, specifically in Men's and Women's Soccer as well as Women's Volleyball. This has contributed to establishing new roster goals which will benefit both the individual teams as well as the fiscal standing of the Athletic Department and the College.

Include the graph below

Athletics Participation - Men's and Women's Teams

Enter the number of participants as of the day of the first scheduled contest.

Varsity Teams	Men's Teams	Women's Teams
Baseball	32	
Basketball	17	10
Golf	5	3
Soccer	15	18
Volleyball		10
Total Participants Men's and Women's Teams	69	41
Unduplicated Count of Participants <small>(This is a head count. If an individual participates on more than one team, count that individual only once on this line.)</small>	54	21

CCSSE and Co-Curricular Assessment

The College has used two different survey instruments to gather data about the student experience and any potential achievement gaps, the closing of which would help to improve completion and retention rates among student cohort groups. The first instrument is the (22) Community College Survey of Student Engagement (CCSSE), which measures, among other components, student engagement and usage of support services such as advising, career services, and mental health counseling. The second instrument is a co-curricular assessment survey, which is also a part of TSCC's Assessment Academy Project (23). This instrument will provide the College with another data point to identify which services students are using and finding most useful. The long-term plan for this survey is to correlate persistence and retention measures with student support services.

Both the CCSSE and the Co-Curricular Survey indicated that while students were largely satisfied with their academic advising experience, the tutoring services were not utilized to the same degree. As a result, the College has initiated dual objectives of both increasing the usage rate of the tutoring department as well as increasing the number of students successfully completing College-level mathematics and english within their first 30 credit hours. Faculty in these courses will emphasize the importance of outside tutoring and the College will begin tracking the success rate of those students who indicate visiting the tutoring office, including

tracking how many of those students fall into high risk categories such as first generation, adults over 25, and Pell eligibility.

SSI

FY2022 Trend Analysis of State Share of Instruction (SSI) Funding Distribution Report (24) shows how TSCC has progressed under Ohio’s performance funding distribution model for state share of instruction. Additional SSI resources provided by the State of Ohio include the annual SSI “true up” data workbook (24), which allows institutions to analyze fiscal year distribution across all funded categories and compare performance with each statewide community college.

The example below illustrates the total amount allocated to TSCC for both FY 2022 and FY 2023.

Please include the chart:

		Course Completions (FTE)	Course Completions (FTE) - Access	Success Points	Bachelor Degrees	Bachelor Degrees - Access	Assoc. Degrees	Assoc. Degrees - Access	Certificates	Certificates - Access	Transfers	Transfers - Access	Formula Total
		\$242,486,000		\$121,243,000					\$6,353,392				
2023	TERRA STATE FY 23	\$3,067,225	\$300,273	\$1,452,851	\$0	\$0	\$607,614	\$300,515	\$124,741	\$65,573	\$252,502	\$100,688	\$6,271,982
2022	TERRA STATE FY 22	\$3,019,392	\$304,588	\$1,401,971	\$0	\$0	\$635,659	\$315,280	\$114,298	\$57,823	\$257,156	\$98,452	\$6,204,618

The State of Ohio provides subsidy in several categories that reward student completion outcomes including:

- Course Completion
- Credit Hour Completion
- College Level Mathematics and English Completion
- Degree and Certificate Completion

The completion data collected illustrated in this instrument assists the College in both determining current funding levels as well as projecting future allocations. As a result of the data analysis, the College has implemented advising strategies that focus on increasing the number of students completing mathematics and English courses within their first 30 credit hours as a TSCC student. Particular focus has been placed on the College Credit Plus (dual enrollment) student population, which has steadily grown over the past three fiscal years.

CCP

The College also uses internal data (26) that disaggregates dual enrollment, or College Credit Plus (CCP), performance results to show enrollment, completion, and credit accumulation by

student and course over multiple terms and across all CCP partner institutions. Members of the Advising Department and staff meet (25) on a weekly basis to discuss these data trends and determine future action steps.

For example, an analysis of Academic Year 2023 CCP students indicated a lack of students completing College level Math within their first 30 credit hours of coursework. In this case, of the 364 CP students who earned 12+ credit hours, only 19 students successfully completed a College-level mathematics course within their first 30 hours. Both the Academic and Academic Advising Departments have utilized this data, in part, to establish new goals of increasing that success rate.

TSCC utilizes similar data sets (27) to measure student performance across all delivery modes, as well as to measure completion and graduation statistics by academic program.

Future Goals: TSCC recently purchased the Analytics (28) feature by Ellucian in part to track student success metrics and detailed demographic profiles including grade distribution by gender, student generational type, course and program. The long-term vision of the College is to create an Institutional Research landing page that will include summary charts from Analytics, IPEDS, HEI, and other relevant data reports.

4C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

TSCC is committed to a data-informed culture that emphasizes timely degree completion and reduces equity gaps through tracking student success at strategic points throughout their enrollment. The College has implemented several such initiatives that have improved student completion and success. These changes have contributed to an overall increase in IPEDS three-year graduation rates(29,14-15) from 12% in 2012 to 26% for those students who began academic work in Fall 2019.

Initiatives include:

- Establishing several transfer pathways (30), allowing for multiple options for students continuing their education at a four-year institution.
- Establishing articulation agreements (31) with several private, four-year institutions allowing for seamless transfer of credit hours.
- Creating a centralized advising (32) structure which provided students access to all institutional advisors in a single location.

TSCC utilizes data analysis in order to implement new initiatives as well as measure success. For example, according to IPEDS retention rate data submitted over the past three

academic years (29, 14-15)- full-time, first-time degree-seeking were retained at the following rates:

- Fall 2019-Fall 2020- 56%
- Fall 2020-Fall 2021- 64%
- Fall 2021-Fall 2022- 63%

This data helps support the success of the above initiatives as each was implemented during that time frame. While only one example of measurement, the College continues to emphasize their importance and invests the necessary resources into each area.

Results (22) from the 2022 CCSSE Survey also highlight those areas identified as the lowest aspects of student engagement including:

- Preparation for Class
- Number of papers Written
- Number of books Read
- Use of Academic Tutoring Services

These results also contributed to the necessity of improving the advising process and articulating to students the amount of study and work required for successful course, degree, and certificate completion.

The Academic Advising Department was assisted, in part, due to receiving a Title III grant (33-34) in 2013 which focused on academic and career advising. As a result of this application, the College has retained professional academic advisors and success coaches that now work in one primary area on the main campus.

Co-Requisite Model

National data indicates the importance of completing college-level mathematics and English within the first year of study. TSCC implemented a co-requisite model for those students who initially tested into developmental math and English. The resulting courses paired a developmental course with a college-level course, and also ensured that students were enrolling in the appropriate section of college-level mathematics specifically. The two mathematics courses utilized in this model are MTH 0650 Basic Math for Statistics and MTH 0750 Basic Math for Pre-Calculus. As a result of this change, the College has seen an increase of students completing college-level mathematics courses from 146 in 2018-2019 to 221 in 2020-2021.

Policy Review

TSCC is also currently in the process of reviewing all college-wide policies and procedures to better ensure student success and documentation of college operations. This process has a planned completion date of Fall 2023.

Based in part to the above results from CCSSE and in attempt to improve the overall retention and graduation rates, the Advising Department created a new Student Orientation Policy (35) that requires all new degree and certificate-seeking students to complete this orientation prior to finalizing the enrollment process. This initiative was piloted during the Fall 2023 term and has

included two in-person and two virtual sessions. The College will continue to track the orientation completion rates and each cohort performs academically throughout their tenure at the College.

Future Goals:

- Continue the collaboration between Institutional Research and Advising to create an institutional data dashboard that would include information for student completion and retention—overall and by academic subject area.
- Distribute State Share of Instruction (SSI) data to illustrate to Advising and academic leadership the value of embedding college level math and English within the first 30 credit hours of study. Additional shared data will include success points, such as the number of students completing 12 hours, 24 hours, and 36 hours of academic credit, and those students who fall under Access categories such as racial demographics and Pell Grant eligibility.

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

The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and program completion align with national best practices that allow for the verification of data and accurate comparisons to other state and national post-secondary institutions.

TSCC utilizes IPEDS definitions in the determination of persistence, retention, and completion rates.

The College maintains (36) an Institutional Research (IR) and Institutional Technology (IT) staff and infrastructure to support the data integrity. Currently, the IR Director is the institutional Keyholder for IPEDS and verifies all data submissions prior to locking.

Institutional research staff are also active in professional organizations, such as the Institutional Research Director who is a member of the (37) Ohio Association of Institutional Research and Planning (OAIRP) as well as the Ohio Association of Community College (38-39) Chief Institutional Research Officers (CIRO). Participation with organizations such as these represents one way TSCC gains access to state and national experts and remains current with best practices in the data collection and analysis field.

4C Sources

1. TSCC 2022-2024 Campus Completion Plan
2. 2023 NCES Data- Three-Year Graduation Rates
3. 2021-2024 Institutional Strategic Plan
4. Strategic Plan Goals and Objective/KPI Chart
5. 2024-2026 Strategic Plan
6. Fall 2022-Fall2023 Retention Rate Spreadsheet
7. Watermark Landing Page
8. Watermark Dashboard Page
9. TSCC Mental Health Counseling Resources- webpage
10. TSCC Mental Health Counseling Fall 2022 Flier
11. TSCC Enrollment Management Plan
12. IPEDS Data Feedback Report 2021
13. IPEDS Data Feedback Report 2022
14. ODHE Three-Year Success Rate Report
15. ODHE Three-Year Success Rate Report- 2020
16. 2022-2024 Campus Completion Plan
17. CCP Completion Data- AY 2023- maybe pg 120
18. TSCC Board of Trustees Meeting Minutes- Campus Completion Plan Approval- June, 2022
19. CCP Student Performance Data 2015-2022
20. Equity in Athletics Report, October 2022
21. Equity in Athletics Report, October 2023
22. 2022 Community College Survey of Student Engagement Results
23. TSCC Assessment Academy Scope of Work
24. FY2022 Trend Analysis of SSI Funding Distribution Report- FY2023 SSI True-up Distribution Report
25. Advising Meeting Minutes- CCP Data
26. Fall 2023 CCP Performance Data- Spreadsheet

27. TSCC Student Cohort Performance Data 2020-2022
28. Ellucian Analytics Landing Page
29. National Center for Educational Statistics (NCES) 2022 Data Feedback Report
30. TSCC Webpage- Transfer Pathways
31. TSCC Webpage- Articulation Agreements
32. TSCC Webpage- Advising Services
33. 2013 Title III Grant Application
34. 2013 Title III Grant Overview
35. TSCC Orientation Policy
36. 2023-2024 Organizational Chart
37. Ohio Association of Institutional Research and Planning (OAIRP) Landing Page
38. Community College Research Center (CCRC) Landing Page
39. Ohio Association of Community Colleges Landing Page

Criterion 4- Summary

Summary

TSCC demonstrates responsibility for the quality of its educational programs, learning environments, and support services through regular assessment of student learning outcomes and program review, all of which follow approved policies and procedures set by faculty and staff committees. Outcomes Assessment is facilitated by the College faculty and follows a curriculum mapping process that outlines where outcomes are introduced, reinforced and measured in each academic program. General Learning Outcomes (GLO's) are measured throughout the General Education curriculum. Future goals include developing a curriculum mapping process for GLO's as well as refining the process for selecting student artifacts for applied degree assessment measurement. As a member of the HLC Assessment Academy, TSCC is also reviewing institutional co-curricular assessment and working to improve the overall assessment culture on campus.

The College continues to emphasize the importance of improving program completion and student retention rates through the use of data-informed metrics such as State Share of Instruction (SSI) success points and IPEDS three-year graduation rates. Driven by decisions based on this data, the College has implemented several initiatives that include creating a centralized advising system and following a national co-requisite model aimed to improve completion of developmental mathematics and English coursework. While these strategies have resulted in increased student success, the College recognizes the need for continuous improvement and has plans for further opportunities for data-sharing throughout the campus.