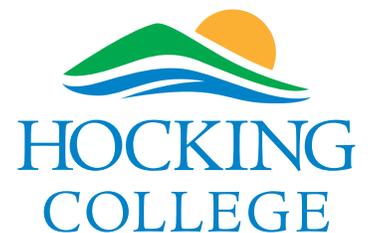




Higher Learning Commission

{ self study report }

Hocking College
2011



{ president's remarks }



A steam whistle blows. An antique steam engine rolls through the gentle hills. Horses graze in fenced pastures contiguous to a pioneer village. All of this borders a modern educational complex. You are at Hocking College's main campus in Nelsonville, Ohio. As interim president at Hocking, all of this, along with dedicated staff and faculty make my work here a pleasure. I am proud of our college and her forty-plus years of offering students a tradition of excellence in instruction and a broad selection of unique career programs.

Founded in 1968, Hocking College is situated on a 2,300 acre campus in Nelsonville, Ohio, and has an enrollment of nearly 7,000 students. More than fifty (50) associate degree programs are offered at three area sites: the main campus, the Perry Campus in New Lexington, and the Energy Institute in Logan. Hocking's programs provide hands-on, experiential-based learning, and attract, not only students from our area, but, also, students seeking to be part of engaged learning from across the United States and around the world.

Our students come together in a small-town environment where the sense of community they develop among themselves as they live, study and work in our classrooms, residence halls, and region is palpable. Hocking is an inclusive environment in which art, culture, race, political views, and thoughts may be shared freely and respected. Students come to our college with, not only, varied cultural perspectives, but, also, a variety of needs. For some, those needs are developmental learning proficiencies. To address learning remediation issues, Hocking College provides learning opportunities based on the individuals' developmental needs. Students attain the "success skills" competencies needed to succeed in their degree programs through learning laboratory study specific to their career programs.

At Hocking College the needs of the whole learner are addressed: students are living, learning, and enriching their lives while they attend Hocking and building the skills and knowledge which later, in the world-of-work, will enhance their careers and personal lives. Partnerships with local businesses; programming designed to address specific, individual needs; a faculty and staff of life-long learners committed to sharing their love of learning with the next generations; and utilization of the community and world as a classroom all blend to create the dynamic learning environment known as Hocking College.

As you visit our college in southeastern Ohio's beautiful hills, I know that you also will be touched by the gift our school brings to our region. Welcome to Hocking College.

Jacalyn R. Osborne, Ph.D.
Interim President
Hocking College



Welcome to the City of Nelsonville!

The city of Nelsonville has enjoyed an extremely positive association with Hocking College. We have been able to promote a relationship of trust and respect between our agencies, which has been mutually beneficial and significantly contributed to the successful mission accomplishment of both the college and the city. We consider Hocking College to be a significant asset to the city of Nelsonville and are proud to be partners with them in future endeavors.

We hope you'll take some time to visit our historic art district, and its unique shops and eateries, located on the Nelsonville Public Square.

*Joseph Scherer
City Manager
Nelsonville, Ohio*

{ the self-study process }

This self-study process has provided the college with an important opportunity for the college to look inward to identify strengths and develop plans to address any areas for improvement. This effort has benefitted from the participation of individuals and groups throughout the college community. The Higher Learning Commission Self Study Steering Committee would like to thank the faculty, staff, and students of Hocking College who served on committees, attended forums, contributed information, and reviewed and edited drafts. Your time, effort, and dedication are deeply appreciated.

In addition, through the self-study process team has been reminded of the everyday good work that is done at every level of the college, every day. You, the people who work here and give your energy to help our students succeed are the college's strongest asset, and this self-study is a reflection of your dedication, your energy, and your passion for learning across the entire institution.

{ steering committee }

Molly Weiland, Ph.D.

Vice President for Academic and Student Affairs/Provost
Co-Chair

Tammy Eing

Assistant Director of Planning
Criterion Four Co-Chair

Myriah Short, Ph.D.

Vice President for Administrative Services
Co-Chair

Joe Wakeman

Director of Sustainability
Criterion Four Co-Chair

Sue Chiki

Associate Provost
Criterion One Chair

Linda Deeds

Director of Educational Outreach
Criterion Five Co-Chair

Lisa Steffensen, Ph.D.

Director of Residence Life & Housing
Criterion Two Chair, Co-Chair, and Writer

Sally Lozada, Ph.D.

Dean of Student Affairs
Criterion Five Co-Chair

Bonnie Allen-Smith, Ph.D.

Coordinator of Assessment of Student Academic
Achievement
Criterion Three Chair

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{ introduction }

Hocking College has a long history of serving the needs of Appalachian southeastern Ohio by providing quality education and improving the economic development of the region.



Hocking College:

Providing unique, innovative, and quality education through the years.



While the college's official service district is defined as Athens, Hocking, and Perry counties, the college welcomes students from all over the state, country, and world to campus each quarter. Hocking College is renowned both on a regional and national level for its quality educational programs as well as its innovative practices and services.

History

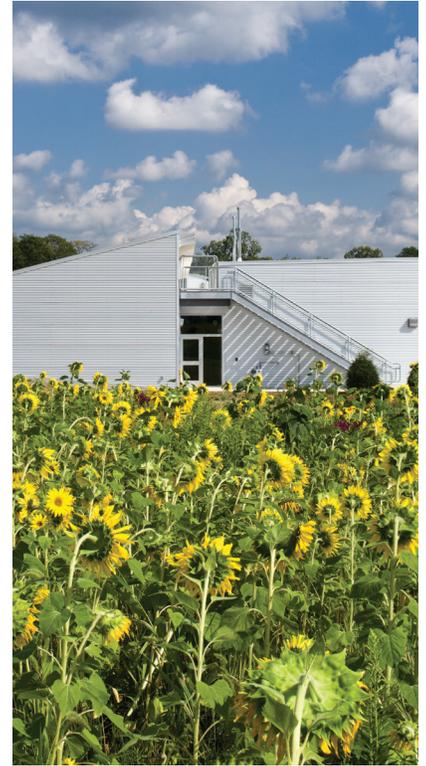
Through federal funds, and under the supervision of the State Division of Vocational Education, technical programs began in Ohio as early as 1960. A memorandum of understanding on technical and vocational education between the Ohio Board of Regents and the Ohio Department of Education (March 17, 1967) created the climate in which the Tri-County Technical Institute and, later Hocking Technical College (known later as Hocking College), would function within the community of higher education institutions.

Once the need for vocational education had been established in southeastern Ohio through demographic studies and population surveys, five local boards of education combined to spearhead the drive for funding. Their cooperative effort, rewarded with the groundwork for a joint vocational school, led to the documentation of a need for post-secondary technical training and funding through the Appalachian Regional Commission. As a result, the Tri-County Technical Institute came to be built on the campus of the Tri-County Joint Vocational School with the schools sharing laboratory and service areas. Fall 1968 marked the opening of the institute. Approximately 250 students attended and 28 instructors served them. The Institute's philosophical foundation rested on the commitment by the State of Ohio and the Ohio Board of Regents to career education for technicians and para-professionals.

In July of 1969, an official operating plan was submitted to the Ohio Board of Regents to establish the Technical Institute District and thus the college. A charter was granted in 1969 whereby the college was empowered to grant degrees in thirteen technical programs. The first commencement took place in June of 1970 with 117 graduates.

The Hocking College Perry campus, located in New Lexington, Ohio, was established in 1990 to better serve the needs of Perry County residents. Students have the opportunity to complete general coursework in any of the programs offered at the college's main campus, or they may opt to complete one of the seven complete degree programs available at this location.

The Hocking College Energy Institute, located in Logan, OH, was established as an additional site in 2009. It was established in an effort to better serve students in Hocking



County and areas to its north. This innovative learning facility features green building design and hands-on learning labs for students studying in an advanced energy program.

The college has taken its place among successful institutions of post-secondary education as evidenced by the prestigious acknowledgements it has received. The college was recognized for outstanding institutional progress in developing and applying evidence of student learning outcomes as part of the ongoing evaluation and improvement of college programs of study by the Council for Higher Education Accreditation (CHEA) Award in 2008 for Institutional Progress in Student Learning Outcomes. The college was also profiled in Trudy Banta's 2009 book, *Designing Effective Assessment: Principles and Profiles of Good Practice*. Furthermore, the college is featured in Ruth Steihl's 2008 book, *The Assessment Primer: Creating a Flow of Learning Evidence* as well as being featured in the updated book *Mapping Primer* due for publication 2012.

Accreditation History

Additionally, the college continues to affirm its position among colleges and universities through membership in the North Central Association's Higher Learning Commission. Hocking College began its relationship with the North Central Association with a correspondent examination visit during May of 1970; the college was granted correspondent status in July of that year. After the college indicated its desire to begin the self-study process, candidate status was granted in July 1973. Following an interim biennial visit in fall 1973, the visiting team supported the college in seeking a membership visit during the 1975-76 school year. A comprehensive self-study and evaluation visit yielded the recommendation that Hocking College be granted the membership status it now holds.

In 1981 the college completed a comprehensive evaluation with the visiting team recommending ten-year accreditation with a 1986 focus visit on long range planning and adequate space. In February 1986 the college filed its focus report, which was approved by the North Central evaluation team after its March visit.

A comprehensive evaluation with a site visit in April 1991 led to renewal of accreditation for a ten-year period with a request for submission of planning documents. A document describing the planning process and a master plan was submitted and accepted. The college made the decision to pursue the special emphasis option within the accreditation process for its subsequent accreditation. After the comprehensive evaluation with a site visit in April 2002, the visiting team recommended the renewal of the college's accreditation for another ten-year period.

In April 2008, a multi-site visit was conducted to review Hocking College's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus. The HLC reviewer made observations in two correctional facilities and a career center. The reviewer concluded that the educational programs offered by Hocking

College at remote sites were well integrated into the college's overall instructional program. The final recommendation was that the overall pattern of the college's operations at its extended sites appeared to be adequate and no further review or monitoring by the HLC was necessary.

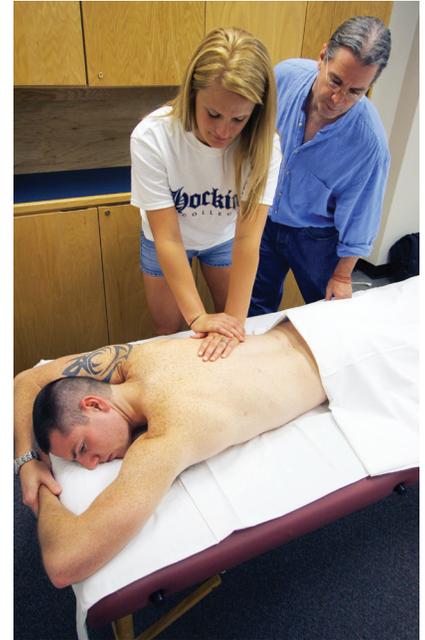
The Steering Committee's mantra for this self-study process has been **"For every challenge, a plan."** Members of the institution have been encouraged to think carefully and critically about the programs and services offered. The self-study report presents an analysis of our strengths and resources, while openly acknowledging areas for improvement.

This self-study is presented as part of a continuing process of building for the future on past achievements. Hocking College will demonstrate excellence in achieving its mission of promoting student success and convey a commitment to sustaining excellence through continuous review and reflection related to the quality of its programs and services and an ability to make difficult decisions when necessary.

Higher Education Landscape in Ohio and Hocking College

The University System of Ohio (USO) is the public university system of the state of Ohio. Legally unified under Governor Ted Strickland in 2007, the USO is governed by the Ohio Board of Regents. The USO comprises all of Ohio's public institutions of higher education: 13 four-year state universities, 24 branch and regional campuses, 23 two-year community colleges and technical colleges, and one public medical college, as well as Adult Workforce Education (AWE) and Adult Basic and Literacy Education (ABLE) programs. The reporting structures for the AWE and ABLE programs were transferred from the Ohio Department of Education to the Ohio Board of Regents on January 1, 2009, to help provide a flexible system of higher education that will improve services while reducing costs to students and maximizing the use of federal financial aid.

Former U.S. Representative Eric Fingerhut was appointed by the Ohio Board of Regents as the first chancellor of the system and was asked to formulate a ten-year strategic plan for the overhaul and restructuring of Ohio's public system of higher education. The plan was released to the public on March 31, 2008. The overarching goals of the strategies within the plan were to **graduate more students, keep more graduates in Ohio**, and to **attract more degree holders from out of state**. A plan for accountability, including piloting performance-based funding, was also established which included twenty "measurements for success" to determine the success of the USO strategic plan. Members of the Ohio Board of Regents Planning Committee on Higher Learning Accountability and Productivity keynoted a faculty assembly during Hocking College's Fall Start Week activities in 2008. The college's coordinator for the assessment of student learning





presented on numerous occasions regarding general education outcomes assessment and accountability.

In addition, the USO required that all institutions operate under a semester calendar (rather than quarters) to enable better transfer of credits, a common calendar with other public institutions in Ohio, and an earlier end to the academic year. The college's process of adapting curricula from quarters to semesters is underway, and students will enroll under the semester calendar system in Fall 2012.

The Ohio Skills Bank (OSB) was one of the foundational initiatives in the strategic plan. The OSB matched academic and skills training with industry demand within Ohio's twelve economic development regions. The implementation of the OSB was an important step in the goal to make higher education a principle driver of Ohio's economic growth and development over the next ten years. Hocking College's Dean of the School of Health and Nursing (now Vice President for Academic and Student Affairs/Provost) acted as the coordinator for Economic Development Region 11 for healthcare, bringing together employers, educational institutions, and social services in southeastern Ohio.

The college also invested itself in the statewide priority of transfer and articulation. Even before the statewide initiatives were introduced, the college sought to create strong collaborations with four-year colleges and universities with the creation of the University Center in 2003. In 2005, the Ohio Board of Regents (OBR) 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. Hocking College faculty and administrators took the opportunity to influence standards for transfer and articulation at the state level by involvement and curricular development for Transfer Assurance Guides (TAGs). Faculty members contributed from their disciplines to shape the landscape of the state's initiatives to create transfer assurances with integrity. The dean of Hocking College's School of Health and Nursing also co-chaired healthcare transfer assurance with a dean from The Ohio State University, indicating further commitment from Hocking College in this initiative.

In a later initiative from the OBR, articulations were addressed from career technical programs through Career-Technical Credit Transfer. This plan has helped more high school and adult career-technical students attend college and enter with college credit; technical credit saves students money and time, and Ohio business and industry benefit from an educated and reliable workforce with the advanced skills needed for success in the 21st century.

Students who successfully complete specified technical programs are eligible to have technical credit transfer to public colleges and universities. This transfer of credit is described in Career Technical Assurance Guides (CTAGs). CTAGs are advising tools that assist students moving from Ohio secondary and adult career-technical institutions to Ohio public institutions of higher education.

Hocking College received a Replicable Models grant from the Ohio Department of Education Southeast Tech Prep Consortium in 2007. The college used these funds to develop a model for dual enrollment that could be replicated throughout the state. Based on the success of this initiative, the college collaborated with Ohio University, the University of Rio Grande, and Washington State Community College to expand dual enrollment options and received HB 115 and HB 119 funding. This funding also provided professional development opportunities for area high school teachers in collaboration with Hocking College faculty.

Hocking College supports innovative, cost-effective and seamless higher educational opportunities. Hocking College saw the value in creating robust high school relationships and articulations including the USO's "Seniors to Sophomores" program through which high school students could spend their senior year on their own campus, earn college credits, and begin a smooth matriculation process into the higher education system. Hocking College partnered with the Logan-Hocking schools on this program during the 2006-2007 academic year, which included \$100,000 in grant funds to develop innovative plans for dual enrollment funding options.

In order to consolidate the college's existing institutional efforts to improve connections from high school to Hocking College and on to four year institutions, the Office of Educational Outreach (OEO) was created in 2009. The mission of the OEO is to provide diverse educational opportunities designed to engage the internal and external communities the college serves by developing sustainable, innovative partnerships. This synergistic unit encompasses assessment of student learning, the University Center and college articulation, Tech Prep, Perkins, employee learning, high school articulations and post secondary options, online learning, dual enrollment, employee learning, and military education. Although not physically located within the Office for Educational Outreach, the Access Center and Trio programs, including The Learning Connection and Talent Search, also report to this unit and foster an institutional climate that is supportive of student success.

Governor Kasich was elected in 2010 and appointed James Petro as the new Chancellor of the Board of Regents. At this writing, the updated strategic plan has not been released. Governor Kasich continues to examine how to balance the needs of higher education among other worthy funding priorities in the state.

Current College Profile

During Fall 2010, approximately 6,600 students were enrolled at Hocking College. Hocking College offers over fifty associate degree programs, exclusive of Associate of Individual Study, Associate of Technical Study, Associate of Arts or Associate of Science, and the Transfer Module program. Between Summer 2010 and Spring 2011, 767 students earned associate degrees, and 343 students earned certificates.





The chart below compares Hocking College to Ohio’s community colleges as well as the nation’s community colleges in terms of gender and enrollment status as reported by the **American Association of Community Colleges (AACC)**.

Gender and Enrollment Status Comparisons (%)

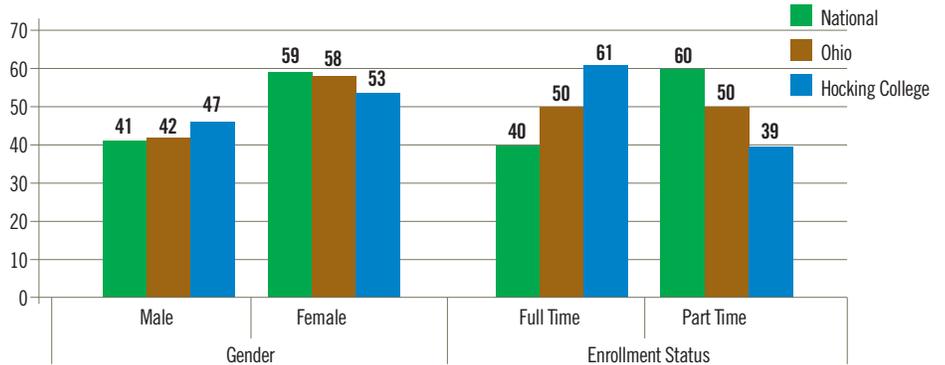


Table A: Gender and Enrollment Status Comparisons

While Hocking College’s student population is reflective of the gender trends across the nation and the state, enrollment status is reversed with more students being enrolled full time at Hocking College than across the nation or state.

Nationally, 39% of community college students are 21 years old or younger (AACC Fast Facts). Joanne Jacobs (2011) reports that 44.5% of high school graduates in 2009 enrolled at a two year college, while in 2006, only 41.7% of high school graduates enrolled at a community college, suggesting an increase in the number of 17-to-21-year-old students enrolling at two year colleges. As evidenced in the chart below, Hocking College’s enrollment reflects this trend, since nearly 50% of its population spans ages 17-21.

Age

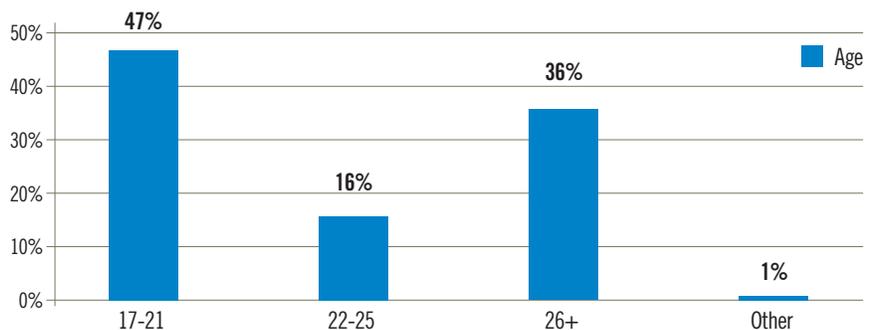


Table B: Age span of Hocking College Students

The chart below reveals that nearly two-thirds of Hocking College students are enrolled in programs in the schools of Health and Nursing, Arts and Sciences, and Natural Resources.

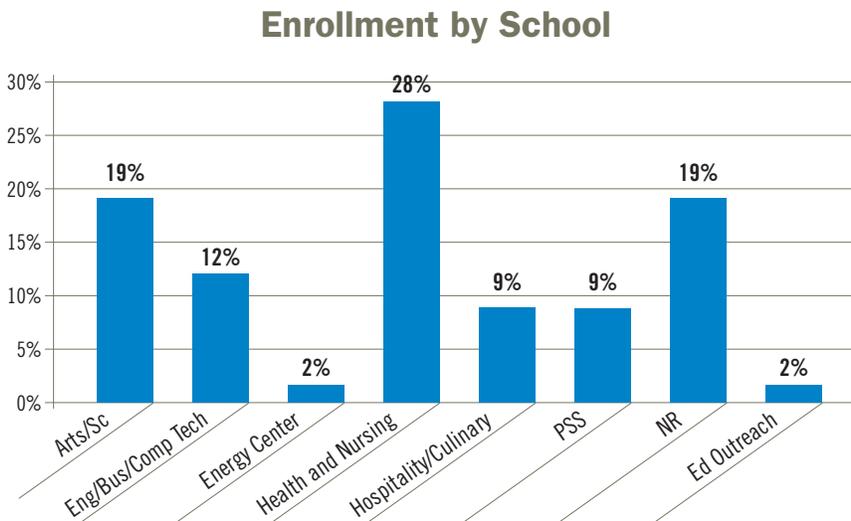


Table C: Program Enrollment

Attracting a diverse student population remains a challenge. The table below reflects the diversity of Hocking College’s student body compared to state and national enrollments documented by the AACC. The student body is largely reflective of the region from which Hocking traditionally draws.

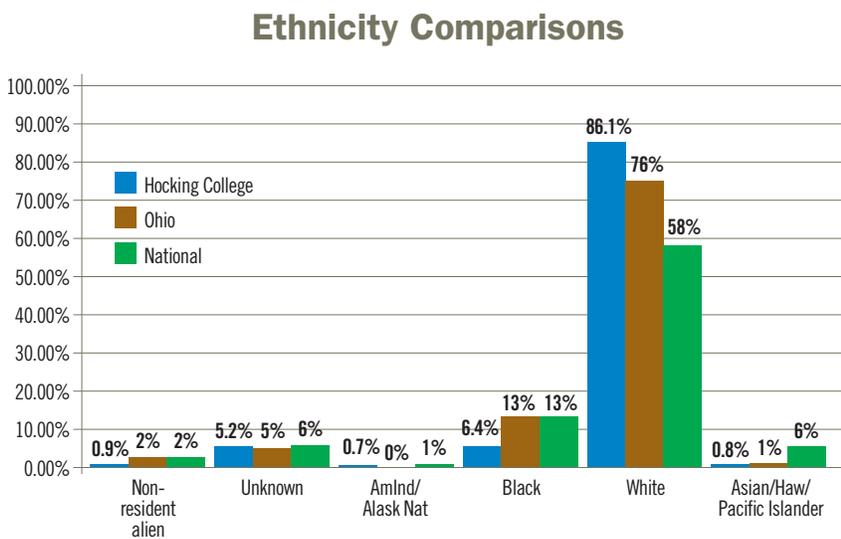


Table D: Ethnicity Comparisons





Campus Updates

Hocking College recognizes that learning occurs inside and outside of the classroom. The newly renovated Student Center opened in October 2002, offering an indoor swimming pool, climbing wall (including an ice climb), workout facilities, and a high ropes course. The Outdoor Pursuits department offers trips nearly every weekend of the quarter including climbing, caving, backpacking, kayaking, whitewater rafting and skiing. The Student Center also hosts computer work stations, a gaming area, and special events for faculty, staff, students, and the community.

In June 2007, the college began transitioning from the HP3000 mainframe to Datatel Colleague, a student information management system. The college continues to explore ways of using Datatel Colleague to its fullest capacity.

Living on campus provides an opportunity for students to enhance their college experience. The addition of North and Downhour residence halls in the fall of 2008, boosted the number of available beds in Hocking's residential system by 400 students, enabling 845 students to reside on campus each year. That same year, Hocking College also started managing its own dining services to provide longer serving hours and greater menu variety. The addition of a C-Store where students can use their meal plans to purchase snacks, microwavable meals, and sundry items has been very popular

The Hocking College Energy Institute opened in September of 2009 in Logan, Ohio. Hocking College was awarded a \$1.6 million grant from the U.S. Economic Development Administration for the construction of an innovative learning facility near the Logan-Hocking Commerce Park in Hocking County. The Energy Institute features green building design aspects and hands-on learning labs for students studying in the college's advanced energy, fuel cells, and vehicular hybrids training programs.

The Hocking College Energy Institute has achieved Leadership in Energy and Environmental Design Platinum Certification through the US Green Building Council (USGBC). This is the highest level of certification allowed by USGBC and is a testament to the college's commitment to "green collar education." Hocking College began offering advanced energy training in 2003. The energy institute facility serves as a learning lab for students studying in advanced energy programs.

Response to Institutional Challenges Addressed by 2002 Report

Concern:

Hocking College has allowed a culture of inadequate communication between units to develop.

Response:

Hocking College recognizes the importance of open communication not only across campus, but with its external partners. Through the use of external consultants, consolidation of units, cross departmental meeting structures, and internal publications, college personnel have made significant efforts to build connections throughout the college community.

Using Expertise of Consultants for Professional Development

The college joined the Strategic Horizon College network created through the Consortium for Community College Development with Patricia Carter and Richard Alfred from 2004-2009. In the 2004 administrative retreat notes, those in attendance indicated that communication across the college needed to be improved. Further, attendees thought the college had a tendency toward a fragmented “dualistic” culture in which “the parts are more important than the whole organization” with “units functioning as silos”.

In response, the administration developed work groups to address areas of growth for the college, one of which was dedicated to studying communication throughout the organization. After surveying the campus community, this group recommended the following:

- consolidate print and word of mouth information about Hocking College projects, decisions and news into all-staff emails
- update the website for internal as well as external use
- develop processes to increase access and involvement of internal stakeholders in all areas and at all levels of decision making

Internal Publications

- A weekly electronic newsletter, Verbatim, dubbed “Your Good News Source,” shares news from around the college including office moves, position changes, and awards and honors received by faculty, students, and departments. Faculty and staff are encouraged to submit suggestions for publication in Verbatim.
- Hocking College launched a new website in fall 2010. Navigation of the site is more intuitive, increasing efficiency for all users. The site was built by IT personnel, with

Hocking College recognizes the importance of open communication not only across campus, but with its external partners.



custom tools for different departments to maintain their own areas, enabling content to be updated more quickly. Part of the new website includes an employee intranet, offering resources and information available only to Hocking College employees.

- One of the uses of the intranet has been to gather feedback from the campus community. After the declining state budget realities became clearer, the three vice presidents visited each unit to discuss the financial situation of the college and invited the community to share, via the intranet, ideas for saving money. Even the Higher Learning Commission Steering Committee has made use of the intranet option, posting drafts of the Self-Study and inviting feedback.

Campus Meetings

Since its completion in 2002, the Student Center multiplex has permitted the campus to gather in ways previously not possible. Fall Start Week and All Employee Learning Days can include all administration, faculty, and staff in one location, encouraging communication and sense of community. Success Skills fairs were held in this location as were the SWOT analyses to be discussed in Criterion Two.

Cross-departmental collaborations have continued. The Success Skills Learning Community, discussed in Criterion Three, consisted of representatives from across the campus, as does the recently-established Budget Advisory Council. The conversion to Datatel brought all campus entities together while the college worked to adapt to the new system. The national searches for the president position in 2008-2009, as well as the one for vice president for academic and student affairs/provost later in 2009, also brought the campus community together.

Representatives from Hocking College attended the Chair Academy in teams of individuals who had not previously worked closely together. This provided an opportunity for communication between departments. From there, other individuals were assigned to leadership opportunities such as the Strategic Leadership Forum.

Structural Changes

With the arrival of Dr. Erickson in 2009, many structural changes were put in place to further develop communication across the institution. The Office of Institutional Research and Planning was created at that time. An **Institutional Research website** was established to provide easier access to data and various planning documents for the entire campus. An ad hoc Institutional Research Advisory Committee was also formed and determined a common dataset definition for the institution. The president also created the “First Friday” forums where he would share information pertinent to the college community for all who chose to attend.

The Office of Educational Outreach was established to coordinate, and improve communication with, transfer/articulation, assessment, professional development, dual enrollment, military education, and online learning.

Academic and Student Affairs have been combined under one vice president. The Academic and Student Affairs Administrative Council meets regularly to discuss issues relevant to both units, while the units also meet separately to focus on more specific tasks. The units worked collaboratively on their master plan in August of 2010. This master plan was reviewed for relevancy in August of 2011.

In recognition of the pivotal role that communication plays in a learner-centered environment, the academic and student affairs master plan included the goal of “fostering a climate of better communication between departments and across the institution.” A commitment was made “to have the right people at the right table” when discussions and decision making are taking place and to develop a systemized way of informing people of changes important to the whole college.

Concern from 2002:

“The college does not have a contingency plan to deal with current and potentially continuing declining state revenues”.

Response:

During the last ten years the college has attempted to grow its fund balance through multiple efficiency efforts, increasing tuition as necessary, and instituting across-the-board cuts in budgets. In addition, efforts have been made to stabilize or increase enrollment and to increase retention.

The college acknowledges the challenge presented when the state provides for 32.9 percent of the unrestricted educational and general budget and when increases to tuition are subject to a fee cap imposed by the state. The college has successfully weathered many ups and downs in State Share of Instruction (SSI) over the last several years. FY 2010 SSI was set at \$16.7 million compared to the FY 2003 amount of \$17.5 million. The greatest decrease in SSI funding yet will impact the college in FY 2012, a reduction to \$14 million. This reduction will be coupled with no promise of a capital bill for anything other than basic renovation. In response to declining SSI funding, the college is doing the following:

- **Responding quickly to any announcement of declines in SSI** - During the past year the college has proven its ability to respond quickly to changing economic conditions with unprecedented cuts in its State Share of Instruction (SSI). In September of FY 2011, all Ohio colleges and universities were told that the final SSI payment (June) would not be made. The college immediately adjusted its budget to eleven-twelfths (11/12) of the FY 2011 allocation, a reduction in excess of \$1 million. Fortunately, the state was able to allocate the 12th payment, which was added to the college’s bottom line and served to increase net assets.

Immediately after learning of significant reductions in FY 2012, the college mobilized a leadership team to meet with campus groups to discuss the implications of such

The college has successfully weathered many ups and downs in State Share of Instruction over the last several years.

reductions. Every member of the campus community had the opportunity to attend one of those meetings where best and worst case scenarios were presented. When the news was received that the college was losing \$2 million over the FY 2011 appropriation, the college had come through the prior year having spun \$1 million out of its operating budget and immediately began a series of meetings to deal with the other half of the problem which was done through the first reduction in force in the college's history. None of these reductions impacted faculty positions. However, program deactivation noted below will decrease the number of faculty members needed.

- **Reserve building** - Beginning in FY 2010, the board requested that the administration set aside \$500,000 per year to build reserves. Going into FY 2012, there is now \$1.5 million set aside from that directive (FY 2012 was advance-funded). Although that is a start, the vice president of financial services has recommended that the annual amount of \$500,000 be increased over time to equate with expiring facilities and equipment, as represented by the annual amount of depreciation, currently \$1.4 million. In that way the college can take care of more of its deferred maintenance needs, minimize its need for debt, and also improve its ratios, particularly the primary reserve ratio. Since the future of capital bills from the state is uncertain, the college may find itself shouldering a greater burden for the physical plant.

Hocking College has twice been awarded an Endowment Challenge Grant from the United States Department of Education. The grants are awarded to institutions with a higher than average percentage of needy students and whose Educational and General (E&G) expenditures were low in comparison with the average E&G expenditure per FTE undergraduate student of institutions offering similar instruction. The first and second award amounts, the college's 100 percent match of each, and accumulated earnings over the next twenty years, were released from restriction to the college on August 31, 2006, and July 31, 2009, for "any educational purpose including strengthening (Hocking's) capability to meet financial goals and increasing student access to quality higher education."

In June of 2010, upon the recommendation of the vice president of financial services, Hocking's Board of Trustees approved setting aside these funds into a \$3 million quasi-endowment for use in strengthening the college's balance sheet through the building of expendable net assets. The board based its decision upon the potential impact to the college's Senate Bill 6 (SB6) scores if these funds were not to be maintained in the fund balance. The college recognizes that it needs to continue to build expendable net assets to strengthen its Primary Reserve ratio score to a recommended .400 from its FY 2010 score of .130. This can be accomplished by either increasing expendable net assets or reducing expenses, with the former being the best strategy for any significant change in the ratio. A ratio change of this magnitude would require an accumulation of an additional \$17 million to expendable net assets, based on FY 2010 numbers.

- **Hiring freeze, zero to modest pay increases, reduction in force** - In response to growing concerns about declining state revenues, the board of trustees imposed a hiring freeze in FY 2011 which included a freeze on all non-enrollment driven positions. Unfortunately, in addition, the college needed to include a reduction in force among its strategies to reduce its costs. The hiring freeze assisted in making the reduction in force less impactful as 10 of the 23 positions eliminated had no incumbents. In terms of pay increases, the professional bargaining unit salary scale was restructured providing an indexed scale addressing employee longevity and level of education. The college focused its efforts toward providing higher level pay during the first years of employment. No pay increase was given in FY 2011 for non-bargaining positions.

- **Cost containment** - The college has embarked on a number of efficiency/cost savings efforts over the past ten years:
 - viewing each departing employee in a non-enrollment driven position as an opportunity to reorganize and to reduce the number of personnel
 - changing the configuration of health care plans resulting in decreased costs to the college in excess of \$300,000 per year
 - initiating a bidding process for an insurance broker, reducing brokerage costs by .5 percent or \$27,000 on the year
 - bidding out fleet and liability insurance at an annual reduction of \$76,000 with rates guaranteed for a three-year period
 - changing the college's electricity provider for an absolute savings in excess of \$300,000 over a three-year period, coupled with savings from increased cost avoidance
 - receiving an Energy Efficiency and Conservation Block Grant in the amount of \$444,777, which will resolve five of the eleven Energy Conservation Measures (ECMs) identified in an energy audit; ECMs costing \$601,050 are being made available at a cost of \$156,273 representing the required match, resulting in annual savings of \$93,263 with payback beginning during the second year
 - entering into a contract for performance contracting to further reduce energy costs with savings guaranteed by the vendor
 - consolidating IT servers, resulting in a cost avoidance of approximately \$65,000 per year for hardware replacement cycles
 - implementing Active Directory which allows for the central management of all labs and user permissions, avoiding the need to hire additional staff
 - utilizing the open source version of Zimbra for campus email
 - adopting an open source platform and standardized programming practices for the college website, allowing the college to drop vendor support for the current web environment, saving approximately \$19,000 on annual maintenance contracts
 - consolidating the management of all phone bills under the IT department, resulting in a savings approximating \$20,000 per year
 - announcing a reduction in force plan in FY 2011 that eliminated 23 positions, 13 of which had incumbents and 10 of which were vacant at the time, producing reduced costs in excess of \$1 million in FY 2012 without affecting faculty positions



- introducing a new organizational structure in 2009 combining Academic and Student Affairs under one vice president/provost
 - combining the dean of enrollment services and the dean of students positions into one dean of Student Affairs
 - dissolving New College, canceling or absorbing its academic programs to existing schools, and reassigning the dean as director of institutional research
 - restructuring IT under one chief information officer consolidating network services/infrastructure, desktop support/operations, administrative computing, and web services
 - establishing the Office of Educational Outreach under one director, combining assessment of student learning, articulation and transfer, Tech Prep and Perkins Grant oversight, employee learning, high school articulation/post secondary option, online learning, dual enrollment, and military education
 - deactivating Biotechnology, Computer and Information Support Services, the Ceramics major of American Art, Design and Marketing, International Hospitality, Parks and Recreation, and Spa Management (May 2011)
-
- **Carry-forward policy** - The college instituted a carry-forward policy in FY 2011 for departmental operating funds, designed to allow departments to be able to think beyond one fiscal year in managing their operations. In accordance with the policy, it was the recommendation of the Budget Advisory Council and accepted by the president that the FY 2011 carry-forward percent be 90 percent. More thoughtful and strategic spending can occur when departments are not forced into a mentality of “use it or lose it”. A welcomed byproduct of a carry-forward policy includes growth of fund balances.
 - **Increasing base of knowledge** - A council called the Budget Advisory Council (BAC) was established in April 2011 to provide a window into the college’s finances for a broader range of individuals. At the present time the BAC meets every two weeks and is being provided financial information. As time progresses, they will have a larger role in preparing the college’s annual budget for presidential review. Beginning in FY 2012, the BAC will hold budget hearings with all budget planning units to understand the current allocation of resources to better inform future allocations. The BAC will advise distribution of the college’s limited resources in the most efficient, strategic manner. Instead of employees hearing and perhaps not believing what money the college has available for operations, the BAC sees financial details first-hand and can share information and gather input for future plans.

Concern:

The college curriculum lists science courses that are not commonly recognized as general education. The college must revisit the Higher Learning Commission definition of general education in General Institutional Requirement (GIR) #16 for acceptable practice: “GIR 16: Its undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.”

Response:

Hocking College has a defined core curriculum which includes three credit hours in natural or physical science as required by the state of Ohio. Demonstrates Knowledge of Science and the Environment was one of the eight institutional general education requirements (core competencies now known as Success Skills) developed by a group of Hocking College educators in 1989, ratified by faculty referendum and approved by the college’s board of trustees. Action teams reviewed and revised the competencies in 1999, and again in 2008, with both the faculty and the board again approving the revised documents.

Clear learning goals for each of the Success Skills were developed and these indicators and sub-descriptors are clearly articulated on the Success Skills website. The indicators addressed within this Success Skill are those faculty have agreed provide students with a knowledge base that should be common to all educated persons:

- demonstrates knowledge of basic scientific principles
- uses a scientific method to solve problems
- demonstrates awareness of human physiological, psychological and social development
- demonstrates understanding of factors which contributes to physical and emotional health
- recognizes sound and sustainable ecological principles

These learning goals are integrated across the students’ programs of study and are emphasized in both general education courses and within the curriculum. The value of integrating each of the Success Skills across the curriculum has been supported during outcomes-based education sessions held for each program, when experts in the field consistently identify each of the Success Skills as essential to student success in education, the workplace and in life.

Integration of the Success Skill, Demonstrates Knowledge of Science and the Environment, ensures that students understand the connection and the relevance of this skill to their area of study. Students learn about science and then apply the skill in real world settings through internships, practicums, and other hands-on experiences. Faculty members assure that the skill is addressed through validation on the Success Skills Matrix.

Hocking College fosters relevance and authentic learning opportunities within student fields of study.



Summative assessment of the science Success Skill is determined by program faculty as evidenced on the summative assessment form and should be included as an assessment criterion within the program's individual plan for assessment updated each academic year. Co-curricular activities offered at the Student Center provide additional support for this Success Skill.

The learning goals related to science are introduced to students in their required first-year experience course, Focus on Success, and reinforced by program faculty and academic success coordinators. The Success Skills are displayed on posters in all classrooms. Science classrooms, strategically placed where students take the majority of their coursework, foster relevant, authentic learning opportunities within fields of study.

Hocking College adheres to the Ohio Transfer Module regulations related to general education courses accepted throughout the state for transfer, including offerings in social and behavioral sciences, as well as natural/physical sciences.



{ criterion 1 }

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.



{ criterion 1 }



“Every time we ask ourselves ‘What makes Hocking College unique?’ we reply in unison, ‘the hands on training and experience provided to our students.’ While this fact is certainly true, but even now being capitalized upon by four-year colleges and universities, we forget that our edge in the education world is the flexibility and freedom our faculty are afforded to have ‘hands on’ our curriculum and the manner in which we deliver the educational experiences at the college. It is the culture of the administration here that allows instructors like myself to take advantage of these opportunities, and it is the support of Hocking College in those endeavors that provides the ‘student centered learning environment’ that is our mission. We also engender an ‘employee centered environment’ and I’ve always said, we don’t just deliver education, we deliver careers because of it.”

Fulfillment of Mission

Throughout its history Hocking College has been committed to the fulfillment of its mission of helping students to achieve success in their goals of employment or the “career ladder” approach to educational advancement. Strong experience-based curricula have been a hallmark of the college’s reputation, as has been its unique, innovative approach to program and service development and delivery.

Hocking College remains committed to ensuring the fulfillment of its mission of providing: a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.

The college actively strives to include its community of interest in the fulfillment of its mission. Collaboration with local agencies for support in student services, creation of authentic learning experiences and assessments based on advisory council recommendations and the knowledge of talented and experienced faculty members foster opportunities to creatively engage with college communities.

Criterion One: Core Component 1a

The organization’s mission documents are clear and articulate publicly the organization’s commitments.

The self-study process revealed a need to more clearly and succinctly define the organization’s mission through its documents and to articulate them more broadly to its internal and external constituents. During spring 2010 the college community met in an open forum to provide feedback regarding the mission, vision, values, and purposes of the college. A representative committee met to process the feedback from the college community and to develop the mission documents that follow. The mission statement was approved by the Hocking College Board of Trustees during their meeting of September 28, 2010. Based upon the feedback of the college community, the values statements were redrafted while the vision and purposes remained intact. The new values statements were approved by the Board of Trustees on December 14, 2010. The mission documents clearly and broadly define the organization’s mission and the internal and external constituencies it serves.

The college pledges itself to innovative and quality education in a supportive experience-based learning environment serving students seeking technical career preparation and

Hocking College actively strives to include its community of interest in the fulfillment of its mission





enhancement, general education, transfer opportunities, developmental education, and lifelong learning. The mission documents reflect the college's role in the economic development of the communities it serves and recognizes the importance of helping to develop the citizens of tomorrow. Further, the documents give voice to the college's commitment to continuous improvement and innovation in its delivery of responsive and relevant programming to a diverse population of students.

The new mission statement was presented during the fall of 2010 as part of an All Employee Learning Day in the provost's presentation entitled: "Measuring What Matters" which tied the college-wide assessment efforts to the mission of the college. The mission statement was also featured in the college newsletter "Verbatim" on October 11, 2010. It was highlighted again in an Employee Learning Day "all employee" session during the update on the Higher Learning Commission (HLC) visit. Members of the college community were given a magnet with the mission statement in appreciation for their involvement and continued support of the new mission statement.

Mission documents are available on the **Hocking College website**.

In an effort to make the mission documents available to its constituencies, the mission statement has been added to the bottom of each "Verbatim" newsletter (effective February 14, 2011). The College Catalog and the college's official Facebook page also contain the mission statement. Plans for signage are underway to include posters in classrooms on each campus, residence halls, and the student center. Larger displays of the mission statement are being prepared for the college entry ways and lobbies. The "Hocking College at a Glance" recruiting flier will also feature the mission statement in its next iteration. During Fall Start Week (September 19-23, 2011), the mission documents will be included in the materials given to all employees.

In an effort to introduce the mission, purposes, and values to new students, these topics have been added to the curriculum for "Focus on Success", the college's first year experience class. It will also be part of training for the residential staff and become part of the Residence Life manuals and handbooks.

Criterion One: Core Component 1b

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Diversity is addressed as a fundamental value within the college mission documents. The college indicates its desire to promote diversity and develop citizens "who are engaged in their local and global communities." The college's "Commitment to Diversity" provides

further evidence of its publicly stated desire to provide an environment in which students respect the dignity and worth of all individuals:

The mission of Hocking College is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus. We believe that diversity comes in many flavors, not just those typically considered—race, religion, color, age, gender, national origin, sexual orientation, physical challenge, or marital status—but also in thought, political persuasion, physicality, and spirituality.

Hocking College is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength, and valued as qualities that enrich the environment in which we work.

Hocking College believes that diversity is a matter of institutional integrity and plays an integral role in educational excellence. Students learn better in a diverse educational environment, and are better prepared to become active participants in our pluralistic global society.

Our institutional commitment to diversity is made visible through celebration, through opportunities for introspection, and through artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals feel safe, valued and welcomed.

Hocking College expects the members of our campus community to promote this vision as fully and conscientiously as possible.

The mission documents of the college provide a basis for the organization’s approach relative to issues of diversity and respect for all members of the college community. The college’s Code of Conduct is congruent with the mission documents in respect to expected behaviors of students. The Hocking College Educators’ Code of Ethics adopted by the faculty in 2001 addresses relationships built on “a basis of mutual respect for differences.”

Criterion One: Core Component 1c

Understanding of and support for the mission pervade the organization

The campus community demonstrates its understanding and support for the mission of the college through its academic programming and support services. When surveyed about the specific elements of the mission statement during the All Employee Learning Day on May 4, 2011, respondents indicated that the college community understands and supports

Diversity is a fundamental value within our mission.



The top five reasons students choose Hocking College include location, cost, academic programs, hands-on training, and the ability to secure a job.

the mission of the college. Efforts will be made to address those components in which employees indicated less understanding.

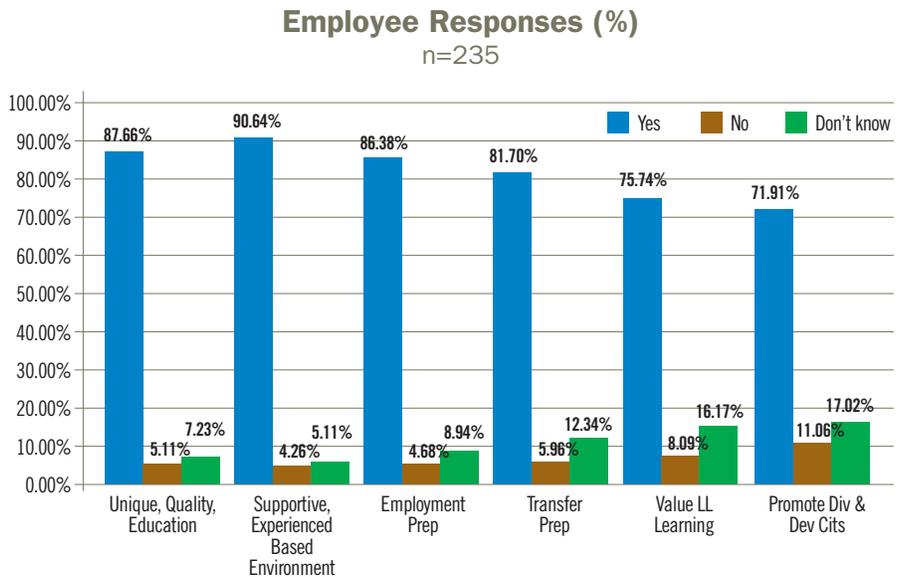


Table 1.1: Understanding of the college mission statement

Periodically, Student Affairs departments survey students regarding their initial experiences at Hocking College including their reasons for attending. Student responses from the last three years are categorized below according to the mission statement components. Anecdotal evidence from faculty reveals that many students choose Hocking College in hopes of finding a job upon graduation. Random sampling of graduate exit interviews from the School of Business, Computer, and Engineering between June 2010 and June 2011 revealed that the top five reasons students choose Hocking College include location, cost, academic programs, hands-on training, and the ability to secure a job.

Student Comments (Categorized by Mission)
n=697

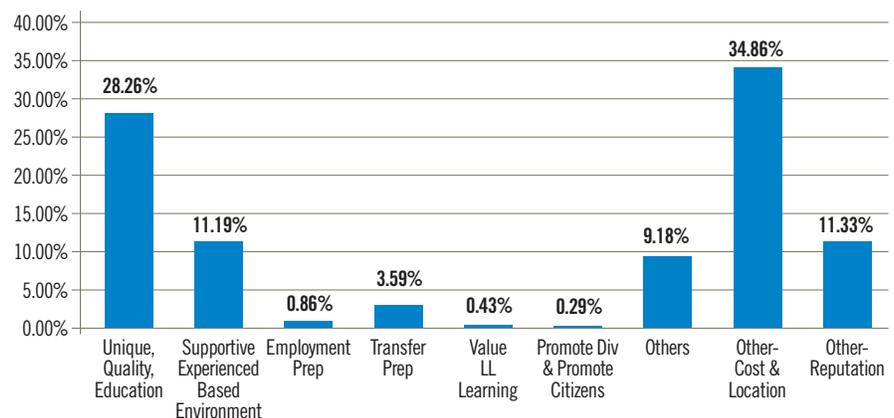


Table 1.2: Why students attend Hocking College

The Hocking College Board of Trustees demonstrated its understanding, support and approval of the new mission during the 2010-2011 academic year. Plans are being finalized to orient new members transitioning to the Board of Trustees to the college's mission, values, vision, and purposes in September 2011.

Mission Driven Decision Making

Hocking College's strategic plan is derived from the mission of the college. A matrix demonstrating the connections between the college's mission and strategic plan is available in the resource room. The president's cabinet meets weekly and also participates in planning retreats to evaluate and review strategic initiatives and to ensure that these initiatives remain mission-focused and mission-driven.

The fiscal year budget for 2011 was developed and prioritized according to the mission and strategic plan for the college. A continuation budget is in effect for fiscal year 2012 until the final budget is released from the state. The 2012 budget will reflect priorities based upon current initiatives in support of student success. Fiscal year 2013 budget planning will begin in the fall of 2011 and will include budget presentations from all planning units to the Budget Advisory Council (BAC). Members will be asked to consider budget proposals relative to their congruence with the mission and purpose of the college.

In August 2009, an assessment of learning outcomes was initiated in Student Affairs. A retreat was held to introduce assessment concepts and to define unit, service, and learning outcomes. Time was also allocated to allow units to work together for development of learning outcomes matrices. The Student Affairs staff has continued to annually develop learning outcomes. In January of 2011, a refresher assessment session was offered to the Student Affairs staff, along with training to develop outcomes in line with the newly established Academic and Student Affairs Master Plan and the Strategic Plan. This model was then extended to the Office of Educational Outreach during an All Employee Learning Day in February 2011.

The goal of the model was to match the learning outcomes developed by each unit to the Academic and Student Affairs Master Plan as well as the Strategic Plan. Each unit was encouraged to develop a manageable number of goals to facilitate goal completion. Though it may not have been possible for each unit to have an outcome for each part of both foundational plans, units were encouraged to focus on the elements of the plans that best fit their departments for the benefit of the campus community.

Continued Dissemination of Mission

At the outset of the self-study, the previous Hocking College mission statement was not easily evidenced across the college in its print copy, web presence, or in visuals across the college campus, as has been noted. Significant efforts to familiarize the entire campus and community with the college's mission are being implemented.

The mission statement was redrafted for freshness and clarity during the academic year 2010-2011, however, in its essence it remains largely the same, as do its defined purposes.



While the previous mission and purposes were not prominently displayed, it was evident in the actions, decisions and choices made by the internal and external communities of interest, that indeed a clear understanding of the mission of the college was being articulated.

Criterion One: Core Component 1d

The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

The Board of Trustees

The governance structure of the Hocking College Board of Trustees flows from Ohio Revised Code 3357 which describes the appointment of board members. The Bylaws of the Hocking College Board of Trustees, derived from the law, provide additional specifics. In summary, there are nine members of the board, three of whom are appointed by the Governor of the State of Ohio and six appointed by a Caucus, each for a term of three years. Appointees must be qualified electors residing within the college's district (Athens, Hocking and Perry) and cannot be employees of the college or members of school boards of education.

Since the late 1960s there has been an informal agreement that the Caucus positions are equally distributed among the three counties in Hocking College's district. Trustees may serve an unlimited number of consecutive terms upon reappointment.

The term of office for those appointed by the Caucus is September 1 through August 31. The caucus is called into session by the president of the board of education of the school district with the largest enrollment of students. In the case of Hocking College, the Caucus is called to order by the president of the Logan-Hocking school district board of education. Gubernatorial appointments are also for a period of three years and have terms spanning from September 1 through August 31.

Relationship Between the Board of Trustees and the President

The roles and duties of the Board of Trustees are described in Ohio Revised Code and further delineated in the board's bylaws. The role of the president of the college is also defined within the Bylaws. It is noted in the University System of Ohio Board of Regents website, that within the state of Ohio, "some boards play more active roles" in oversight of their colleges.

Dr. John Light, college president since 1968, announced his retirement plans in 2008. The board conducted a national search and selected Dr. Ron Erickson for the position. The

search committee was made up of individuals from across the institution as well as the community.

During his first year of office, controversy arose between the Board of Trustees and President Erickson regarding communication and the degree of board management. This prompted the adoption of an additional document, “Guidelines for Presidential and Board Communication,” to guide the parameters of the relationship between the board and the president.

In a May 31st special edition of the college newsletter, the Verbatim, President Erickson outlined his concerns with the board and explained his reasons for having actively sought other college presidencies. The board placed the president on paid administrative leave on June 3, 2011. Ultimately, after a joint settlement agreement was drafted, President Erickson resigned his position effective June 30, 2011.

During the president’s administrative leave, the board assigned the vice president of academic and student affairs/provost to direct and oversee the day-to-day operations of the college until such time as an interim president was appointed. The board opened a search for this position and appointed Dr. Jacalyn Osborne as interim president on July 26, 2011. Dr. Osborne brings a wealth of experience in curriculum, finance, and school administration to Hocking College.

Subsequent to the appointment of Dr. Osborne, the Caucus met to fill two board of trustee vacancies and one position that expired on August 31, 2011. Materials were sent to each caucus member including copies of the board bylaws, Ohio Revised Code 3357, Hocking College mission documents, and *The Association of Community College’s Guide to Electing and Appointing Community College Trustees*. One member was appointed from Athens County. Both the vacancy and the position that expires in August were appointed with Hocking County electorate candidates. In an effort to solidify the collective understanding of the board and its new members, the college plans to provide these documents and other resources from the Ohio Association of Community Colleges (OACC) and Association of Community College Trustees (ACCT) along with additional documents from the Center for Effective Governance. The board’s policies and practices demonstrate that the board’s focus is on the organization’s mission through approving of the annual budget, providing oversight of programs and instruction, and securing facilities appropriate to the success of the students.

The board’s policies and practices demonstrate that the board’s focus is on the organization’s mission through approving of the annual budget, providing oversight of programs and instruction, and securing facilities appropriate to the success of the students. The organizational structure and processes of the college have allowed for effective fulfillment of the college’s mission. The current organizational charts of the college are provided here and at the time of the writing of this document, are being redrafted to evidence the changes that have occurred with the redistribution of duties.

Qualifications and Duties of Interim President and Vice Presidents

Vitas from Hocking College administrators evidence their qualifications for providing

The organizational structure and processes of Hocking College have allowed for effective fulfillment of our mission.



leadership to the institution. During the initial months of President Erickson's tenure, changes were made to increase the efficiency and effectiveness of the institution. The positions of vice president of Student Affairs and Academic Affairs were consolidated in an effort to increase communication and collaboration between these departments and as an effort to improve efficiency. The position of chief of staff was eliminated, the Office of Educational Outreach and the Office of Sustainability were established, as was an Information Technology (IT) department directly reporting to the president. In addition, the Office of Institutional Research was created. This office has undergone transition and is not currently fully staffed. The ability to provide data upon which to make informed decisions remains a college priority and reorganization will occur in the late summer and early fall of 2011. This reorganization will demonstrate the value the college places upon this vital function.

The organizational chart of the vice president of administrative services reveals that the vice president supervises the activities of the fleet, facilities, police department, sustainability, marketing and public relations, and human resources. The vice president of fiscal services is responsible for fiscal operations, cashiers and records, and the auxiliary operations of the college. vice president of academic and student affairs/provost is responsible for the all of the academic programs and services, student services and student affairs, residence halls, library services, and educational outreach.

Collaborative Work of Faculty, Deans, and Provost

Faculty, deans and the provost have a long history of sharing the responsibility for program curriculum and the core curriculum common to all programs of study at the college. This has been particularly evident in the exceptional collaborative work of faculty, staff, and administrators in the development of the curricular changes in preparation for the transition from quarters to semesters in summer 2012.

While program changes and reviews were previously addressed through the college curriculum committee, during the transition of quarters to semesters, processes have been altered to create greater efficiency without losing the collaborative nature of faculty and other academic leaders in curriculum development.

In preparation for the massive change from quarters to semesters, a collaborative effort developed between faculty, deans and the executive officers of Hocking College. Each program developed curriculums for both transition and final conversion, examined matrices detailing how both general and technical outcomes were going to be met, and ensured compliance with the Ohio Board of Regents' guidelines for quality delivery of education. Program faculty and deans presented the information to the provost and associate provost for approval of both quality education and accountability. The conversion process has been an excellent example of teamwork.

In addition, faculty worked to match course outcomes to other Ohio colleges based on the Ohio Board of Regents' Transfer Assurance Guides (TAGs) and the Ohio Transfer

Module. This process served to assure that the program curricula equate with classes at other colleges and universities and provide for students who wish to transfer to other institutions.

During the conversion process, program faculty reviewed curricula, researched current industry trends, and consulted with their advisory boards to better prepare graduates for the global workforce environment.

Woven through the conversion process is the attempt to keep the student as the college's central focus and make the transition as seamless as possible for future graduates. Excellence in education begins with meeting and exceeding students' expectations of receiving a quality education.

Improvement for curricula is a continuous process. The college curriculum committee will be reestablished as a standing committee in fall 2011.

Bargaining Unit Relationships

The college has three bargaining units: the Professional Bargaining Unit, Support Staff Unit and the Ohio Patrolman's Benevolent Association (OPBA). In December 2010, the Professional Bargaining Unit and the college successfully reached an agreement that represents concessions on the part of the union and the college. Although the assistance of a federal mediator was needed, the partners left the table with a renewed desire to work together collaboratively.

The **Professional Bargaining Unit Agreement** provides further delineation of the roles of faculty, professional non-faculty, and administration in governance:

XVI.A. Board of Trustees and Administration

XVI.A.1 The HCEA and the administration recognize the Board of Trustees has the rights vested as described in the Ohio Revised Code.

XVI.A.2. The Board of Trustees recognizes the roles of the President, Vice Presidents, Academic Administrators, and other administrative officers in executing the administration of the College, and the role of faculty and professional staff in academic and support matters.

XVI.B. Faculty and Non-Faculty Staff Involvement

XVI.B.1. The College welcomes and encourages recommendations regarding the fulfillment of the College's mission including recommendations on fundamental academic matters, and the professional support thereof, including, but not limited to: curriculum; academic advising; subject matter and methods of instruction; admission and graduation requirements; the academic calendar; institutional research; faculty status; the hiring of administrators, faculty and professional staff; the establishment of appropriate class size; and those aspects of student life which relate to the education process.

We have a long history of collaboration in curriculum development between faculty, deans, and the provost.



Representatives of the college convene weekly meetings with officers of the Professional Bargaining Unit to maintain effective communication and positive labor relations.

- XVI.B.2. The College shall, to the extent practical, seek faculty and/or professional staff input on academic matters and/or the professional support thereof. The method for soliciting said input may be through committees or other means at the College's discretion.
- XVI.B.3. When the College appoints or authorizes a committee to address issues of academic matters and the professional support thereof, the HCEA shall be afforded the opportunity to provide a representative. HCEA recognizes the right of management to hold management meetings without HCEA representation.
- XVI.B.4. In those instances in which professional staff recommendations are not implemented, the administration shall, in a reasonable and timely manner, communicate the reason(s) for rejecting the faculty/professional staff recommendations to the HCEA President or his/her designee.
- XVI.B.5. Provisions delineated in Section B, numbers 2, 3, and above may be waived by mutual consent of the College and HCEA.

Representatives of the college convene weekly meetings with officers of the Professional Bargaining Unit to maintain effective communication and positive labor relations. This provides a framework for the administration and the bargaining unit members to resolve matters pertaining to the Bargaining Unit Agreement before the problems go to the next step in the resolution process.

Labor Management Team members include the bargaining unit president, another bargaining unit office holder, human resource representatives, and the associate provost. Members seek to assure that the right people are at the table to work together without hostility and to gain trust in each other while engaging in ongoing discussions to address issues as they occur. This has proven to be an effective and valuable vehicle for facilitating effective communication.

Proactive reviews of structures and processes occur regularly. In addition, a system for filing complaints identifies issues that require more immediate attention. Administrators responsible for complaints have brought those issues up in appropriate venues for resolution.

At this writing the college is bargaining with the Support Staff Unit and was notified by the union on July 20, 2011 of its request for mediation.

Hocking College began negotiating with the OPBA for their inaugural contract on August 27, 2009. The contract was approved by the Board of Trustees on October 26, 2010 and is in effect until June 30, 2012. Membership is currently at four (two officers and two sergeants).

Criterion One: Core Component 1e

The organization upholds and protects its integrity

Members of the Hocking College community have committed themselves to “stewardship of the resources with which the College has been entrusted,” “acting in a fiscally responsible way,” and “placing accountability and transparency as the cornerstone of each action.” **The values statement** further articulates, “integrity is the backbone of our decision-making, built on mutual respect”.

The organization abides by local, state, and federal laws and regulations applicable to it and seeks counsel to provide interpretation of relevant law through its liaison from the Ohio Attorney General’s office. The college’s legal counsel is the head of the education division for the Ohio Attorney General. Special counsel is assigned through this office for issues requiring specific expertise. The Office of Financial Aid complies with numerous federal, state, and institutional regulations, and Hocking College’s police department submits an annual report on crime statistics in compliance with the **Clery Act and the Annual Security and Fire Safety Report**.

Hocking College’s support services and accommodations comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. To ensure students’ right to privacy, the college also complies with the Family Educational Rights and Privacy Act (FERPA).

The **College Catalog**, contains several important statements, including provisions for menacing by stalking, sexual assault, hazing, and accountability in social networking. The dean of student affairs is responsible for compiling student complaints and the vice president of academic and student affairs/provost has final authority regarding resolution of these complaints.

The college demonstrates its fiscal integrity and accountability through its fiscal audits. In addition, the vice president of Fiscal Services has made great strides in working to increase transparency and the college community’s understanding of the budget at the state, college, and unit level. Increased understanding and transparency has enhanced the accountability of the budget managers across the college and has helped members of the college community act as better stewards of their resources.

The college has been under an exceptional amount of scrutiny for the past few years by the Ohio Ethics Commission and investigations against the college’s past President John Light and Vice President Roxanne DuVivier. The investigations lasted over four years, ending in July of 2011 when, as part of a plea bargain, both pled “no contest” to the charges against them. The college’s past president was found guilty of one count of filing false disclosure

We have committed ourselves to “stewardship of the resources with which the College has been entrusted.”



We regularly examine the relationship of co-curricular and auxiliary activities to the mission.

statements with the Ohio Ethics Commission. The former vice president was found guilty of an unlawful interest in a public contract and three counts of conflict of interest.

When allegations arose, the Board of Trustees exercised its responsibility to the public to ensure that the college could move forward to fulfill its mission. An interim president was assigned to assure the responsible oversight of the college's processes and the high standards set forth in the college's mission documents. President Light was asked to help prepare the college for the transition to new leadership.

In response to the above noted issues of integrity, the college has engaged in ethics training provided by the Ohio Ethics Commission. Furthermore, the policy and procedure manual of the college is currently being updated to include the Ohio Ethics Commission Model Code of Ethics. After formal adoption, the code will be brought forward to the campus community during its Fall Start Week 2011.

The college regularly examines the relationship of its co-curricular and auxiliary activities to the mission of the college. Student Affairs oversees the co-curricular services and activities for the college. The vice president of Fiscal Services provides oversight for the auxiliary services of the college and reports the financial status of each auxiliary to the Board of Trustee's subcommittee on budget and finance. The Board of Trustees and administration address the importance of auxiliary services to the college's mission. The college's organizational chart tracks a logical delegation of responsibility for the oversight of all offices and departments involved. All of this, together with the qualified individuals heading the units, contributes to the integrity of the programs and activities the division provides.

External Constituents

Hocking College maintains a wide array of agreements, collaborations, and contracts with external agencies, insuring that business is conducted in a fair and legal manner.

The college represents itself accurately in print publications and through the Hocking College website. The college's Director of Marketing and Public Relations interacts honestly with the local media and participates in providing information to outside agencies. The college has recently contracted with Sync Creative, a marketing firm. Part of Sync's process of getting to know Hocking College has included focus groups with faculty, staff, parents, students, and prospective students in an effort to accurately market the college with integrity.

Complaints and Grievances

The college takes the complaints and grievances of employees seriously and investigates these issues to their resolution in a timely and thorough manner. Recent changes in personnel have necessitated a change in the procedure used to initiate and process a complaint. The complaint procedure can be viewed [here](#). A record of complaints processed and resolved is available from the Office of Student Affairs.

Summary

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students

Strengths:

- There is a strong campus-wide commitment to the mission, values, and purposes.
- The mission documents were revised with a participatory process.
- Hocking College's mission documents, diversity statement, and actions evidence the college's commitment to the respect of all persons.
- Hocking College has a resilient core of excellence within the college community despite budgetary and governance challenges.
- Hocking College maintains strong academic and service standards.
- There is improved communication with both internal and external constituents through a college newsletter, new website, and an updated college catalog.

Challenges

- Hocking College has been represented negatively in the media, particularly in regard to the controversy regarding philosophy of governance between the board of trustees and the administration.
- There have been many leadership changes with little opportunity for the transfer of institutional knowledge. Given the recent instability in the continuity of leadership, there is a need to develop confidence and trust in the leadership of the college.
- There is a continued tendency toward a culture in which units functioning as silos rather than as whole. Despite efforts to increase transparency and participation, there continue to be concerns expressed regarding upward communication.

Plans for Improvement

- Hocking College will continue to capitalize on the mission-focused "core of excellence" and broadly communicate successes campus-wide and to our public to increase awareness about the important work done by the college.
- The Board of Trustees will be invited to collaborate with administrators of the college concerning an orientation which will include a discussion of the best practices in governance and community college governance.
- The college will conduct an open and transparent presidential search that includes the entire community of interest.
- The college will engage in leadership development focused on emerging leaders and the skills of the current leadership.
- The college will encourage more cross-unit collaboration on processes and projects.





{ criterion 2 }

Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrates its capacity to fulfill its mission, improve the quality of its education, and responds to future challenges and opportunities.



The college is fortunate to have such a large and growing core of excellence found in the expertise of the faculty and staff whose years of service and dedication to the task at hand can only be viewed as “priceless”.

Hocking College continues to be mindful of its fiduciary responsibility in allocating resources. Approximately 80% of Hocking College’s budget is divided among faculty and staff payroll and benefits. The majority of those resources are allocated to individuals with the primary role of instruction, supporting the mission of a quality education for students preparing for employment and transfer opportunities.

Criterion Two: Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

In 2004, the college management team engaged in collaborative work with Richard Alfred and Pat Carter through the Center for Community College Development’s Strategic Horizons Network. The purpose was to expand the team’s thinking about current trends in business and higher education applicable to Hocking College. Former President Light was also active in the World Future Society. During his tenure, Dr. Light used information from departments regarding assessment of their units, in combination with current trends, to make college-wide presentations. Later, this information helped direct college planning through the Program of Work.

Transition interim president Dr. Lawrence Dukes and his team conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis in 2009. In addition, Dr. Dukes worked closely with members of the Hocking College community in an effort to develop an understanding of the college’s capacity to serve its mission. He was able to provide the new president, Dr. Erickson, and the Hocking College Board of Trustees with a summary document to assist them in moving forward effectively.

Upon arrival, Dr. Erickson developed his strategic plan based upon Dr. Dukes’ assessment and the 2009 campus-wide SWOT analysis. The Strategic Plan was vetted through the campus community and the final version was approved by the Board of Trustees on March 22, 2011. A review of the Strategic Plan indicates the college is operating within its present capacity. Given the current fiscal climate, it is important to note that most of the items included in the plan could be completed without additional financial resources.

The president augmented the planning process with the creation of master and operational plans. Based on the Strategic Plan, they provide congruence and were designed to help the college prepare more effectively for the future.



The 2010-2015 Strategic Plan and College Planning Process

At the **May 2010 All Employee Learning Day**, Dr. Erickson introduced his vision for master and operational plans within units.

Table 2.1 represents Hocking College’s planning process.

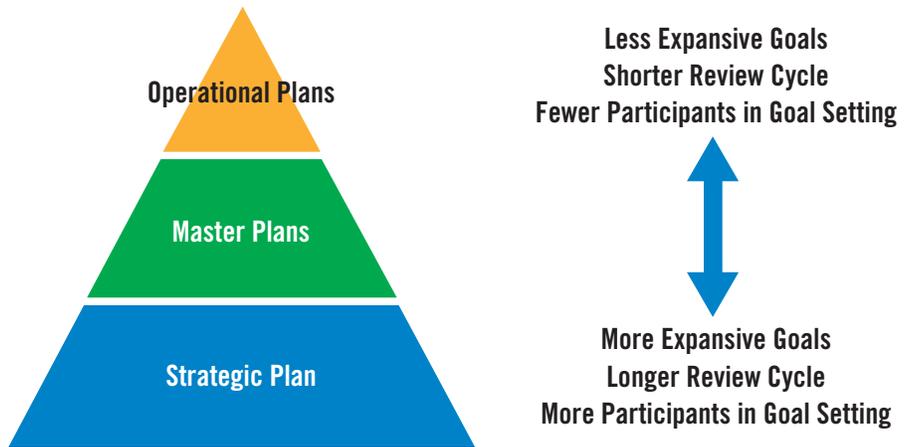


Table 2.1: Institutional planning process

The “**We Are One Hocking: The 2010-2015 Strategic Plan**” represents goals and initiatives deemed most important to the college community. Master plans represent what major departments or divisions want to be or do. Operational plans are devised by an individual program or unit and include a description of how the work will be done and the flow of work from input to assessment of the end results. The Strategic Plan provides the foundation for all planning processes.

The following master plans are available:

- **Academic and Student Affairs**
- **Diversity**
- **Office of Educational Outreach**
- **Technology**
- **Capital Plan**

The college is in the beginning phases of adapting to this new planning process, holding **professional development sessions** to assist various units in making operational plans that support the master plans and the Strategic Plan.

Emerging Factors

Emerging factors such as technology, demographic shifts, and globalization are taken into account in all levels of planning at the college.

Technology

The Strategic Plan has initiatives involving the use of technology to aid the college in fulfilling its mission. Examples of these initiatives include the following:

- Optimizing recruitment and admission efforts through the creation of a new college website
- Creating a comprehensive online repository for board and administrative policies
- Creating a master technology plan addressing increasing infrastructure needs, business continuity measures, security, and improved reporting capability
- Developing an online learning plan assessing existing coursework and the exploration and expansion of online and digital content delivery (e.g. online and hybrid classes, e-books, online course enhancements) across the curriculum.

The Master Technology plan includes the college's strategies for the future as related to technology. The plan focuses on three broad concepts as its guiding principles:

- Cleanup of existing processes, techniques, and documentation
- Better utilization of technology that streamlines business processes and lowers overall operating costs
- Reduction of risk through increased emphasis on security, system redundancy, and ongoing efforts to implement best practices

Under the reorganization of the Office of Information Technology (IT), previously separated units have been united under one director to promote a seamless response to the changing technology needs of the institution.

Online Learning

Currently Hocking College uses Blackboard (WebCT 4.1) as the Learning Management System for online courses and traditional course enhancements. As online courses are converted from quarters to semesters, the college will be shifting to Moodle. This open source course management system has been adapted by the IT department to fit the specific needs for Hocking College. Conversions will begin during fall 2011 and continue through the summer of 2012. All online courses will have been converted and reviewed for quality before the start of fall 2012.

In keeping with the operational plan for this unit, the college's online learning committee has developed more robust quality measures for online learning, with new rubrics for evaluating courses. In addition, the Office of Online Learning has developed a more efficient system of compiling online course evaluations.

Demographic shifts

Sixty-three percent of the student population in fall 2010 was age 25 or under. Hocking College recognizes the importance of serving students outside that demographic (current student demographic and enrollment reports can be viewed on the **Office of Institutional Research and Planning website**). The following are among the diverse population of students served by Hocking College:





- **Military and Veterans' Services:** For the fourth consecutive year, Hocking College has been designated as a “military friendly” campus by *GI Jobs* magazine. Hocking has also been named a Servicemembers Opportunity Consortium (SOC) college. The Office of Educational Outreach Master Plan includes provisions for educating current military personnel, veterans, and their families. Presently, over 200 students are enrolled in online military programs. Fifteen occupational specialty related Associate of Technical Studies degree completion programs have been reviewed by National Guard Professional Education counselors and meet their criteria for referral to National Guard and Reserve Soldiers.

- **High School Students:** Hocking College offers opportunities for secondary school students to enroll in college level classes through dual enrollment and Post Secondary Enrollment Options (PSEO). Approximately 100 PSEO students enroll at Hocking College each fall. In addition, Hocking offers dual enrollment at approximately 30 high school locations across the state, allowing students to earn both high school and college credits while studying on their home campus. For both PSEO and dual enrollment, students receive specialized advising to assist them in selecting courses toward high school graduation and eventual college degree completion.

- **International Students:** Hocking College has a reputation for excellence around the world with approximately 70 students enrolled from 19 countries, primarily from Venezuela and China. International Student Services employs international student workers to assist their peers with adjustment and transition to the Hocking College community.

- **Underrepresented Minorities:** Recruiting a diverse student body has always been a priority for Hocking College. The Office of Educational Outreach has established PSEO and dual enrollment programs in metropolitan areas like Cincinnati and Columbus. Host schools include those with high urban, minority populations. In 2010-2011, the college offered dual enrollment communications classes at Columbus Global Academy, a high school for ESL students newly arrived in the United States. In all of these schools, Hocking College posters, pennants, information on Discover Hocking, and enrollment materials are in evidence and readily available in all guidance counselor offices. A priority of Educational Outreach is hosting campus visitation from these partner schools.

The Admissions Office is a member of Educators and Community Helping Hispanics Onward (ECHHO). Admissions personnel regularly attend college fairs hosted by ECCHO. One admissions counselor also participated in an ECCHO retreat and training session.

- **Lifelong Learners:** Hocking College welcomes all members of the community, whether taking a class for personal interest or for degree attainment. Hocking permits those sixty years old or older to audit courses for self-enrichment, tuition-free, on a space-available basis.

The Student Center offers a number of affordable group fitness and personal training courses to the community. Registering for a class includes membership to the Student Center and access to all facilities. Senior citizens also receive a consideration, as group fitness classes are \$35 for those aged sixty or older.

- **Transfer:** Hocking College fosters transfer opportunities to students in Associate of Individualized Studies (AIS), Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Technical Studies (ATS), Associate of Applied Business (AAB), and Ohio Transfer Option (OTM). Efforts are underway to expand the college’s menu of Transfer Assurance Guides (TAG) and Career Technical Transfer Assurance Guides (CTAG) courses. In addition, as the college converts from quarters to semesters, adherence to TAG and CTAG guidelines are necessary. Hocking also offers articulation agreements with 16 other institutions of higher education resulting in approximately 87 individual program articulation agreements. Negotiations are underway on agreements with four additional partner institutions for a total of eight new program opportunities.

Globalization

Hocking continues to promote its technical and transfer module studies to international markets. International Student Services has begun tapping Hocking’s international student alumni base to assist with recruiting.

Hocking College’s Role in a Multicultural Society

The Strategic Plan for Hocking College states two major priorities related to diversity:

- Actively recruit underrepresented minorities
- Establish a Master Diversity Plan that promotes the One Hocking campaign through celebration, introspection, and the physical expression of multiculturalism

The Diversity Master Plan 2010-2011 was developed in March 2010. Major goals include the following:

- Increase cultural competence and understanding among students, faculty, staff, and administrators
- Increase diversity of faculty, staff, and administration
- Increase diversity of student body
- Foster climate of respect, safety, and trust among diverse populations within Hocking College community
- Provide relevant support to minority students

In support of the Diversity Master Plan initiatives, the One Hocking Committee planned events such as “Diversity Week: Honoring Similarities, Respecting Differences,” held May 2-May 13, 2011. The week included a Holocaust Remembrance Display, a diversity panel discussion, a presentation by Kim Welter from Equality Ohio, and a Cinco de Mayo dance.



Environmental Scanning

A SWOT analysis was conducted in May 2009 as part of All Employee Learning Day. All attendees at the meetings were asked to identify “Strengths,” “Weaknesses,” “Opportunities,” and “Threats.” Dr. Dukes assembled a representative cross departmental group to process the feedback from the campus. Subsequently, Dr. Erickson used this information in part to develop his strategic plan.

In May 2010, another SWOT analysis was completed during All Employee Learning Day. The charge to the group was to review the results to see if they were usable, as concerns had been raised regarding the instrument. The group believed that there was inconsistent thinking between individuals and groups about the application of the terms “greater” and “lesser” as it applied to the previous year’s SWOT analysis. The group made the decision that the 2010 SWOT analysis was not usable.

Another means by which the college looks at trends within higher education is to regularly involve senior administrators in professional development opportunities. For example, they attend Ohio Association of Community Colleges (OACC) monthly meetings related to their specific areas of responsibilities and participate in other activities individually to remain abreast of state and national trends and issues. Such activities also provide opportunities for dialogue with colleagues in similar administrative positions. Pertinent information shared at these meetings is discussed and incorporated into Hocking College processes through retreats, meetings, and other planning sessions.

Students are part of environmental scanning methods used by the college. In 2010, Hocking participated in the Community College Survey of Student Engagement (CCSSE). The results of the survey were placed on the Institutional Research website. Hocking College has also developed its own surveys and seeks feedback from students on various topics. Despite student attraction to electronic forms of communication, response rates remain low.

As will be further discussed in Criteria 3, 4, and 5, the college faculty members keep in close contact with business and industry served by its graduates to better understand the current needs of the workforce. Professionals within the community of interest assist faculty in developing relevant outcomes and authentic learning experiences and assessments.

Innovative Environment

Hocking College has gained notoriety for its sustainability efforts including the opening of the Energy Institute in 2003. Hocking was awarded a \$1.6 million grant from the U.S. Economic Development Administration for this innovative learning facility in the Logan-Hocking Commerce Park near Logan, Ohio. Hocking College was one of the first two-year college in Ohio with associate degrees centered on advanced energies.

The Energy Institute features green building design aspects and hands-on learning labs for advanced energy, fuel cells, and vehicular hybrids training programs. The Hocking

College Energy Institute has achieved a Leadership in Energy and Environmental Design “Platinum” rating through the US Green Building Council (USGBC). This is the highest level of certification awarded by that organization.

The college has been exploring the construction of a large solar carport for the main campus. Upon completion, this project would provide a two-megawatt system making it the eighth largest in the country on a higher education campus and the largest in the entire Midwest. This system would supply approximately 20% of the main campus energy needs and create cost savings through fixed energy rates.

Hocking College is also developing a land management plan for all college grounds. A significant portion of the resource inventories have been done in conjunction with Natural Resource capstone classes over the last two years. During summer 2011, the college will be submitting an application to the Sustainable Forestry Initiative for full accreditation. This achievement will create multidisciplinary educational opportunities, allow the college to become a better steward of its lands, coordinate educational and campus activities, and help the college meet the goal of carbon neutrality in accordance with the American College and University Presidents’ Climate Commitment signed by Dr. Light in 2007.

Hocking College launched new programs in 2005 and 2006 offering students a chance to explore careers in American Art, Design, and Marketing; Digital Game Design; and Music Management with a Specialization in Production. In 2005 and 2006, the college also offered a theater program highlighted by a partnership with Havering College in London, England, where students participated in a “**Cross-Over**” event with performances of the same production in Nelsonville and London.

Hocking College capitalizes on social media campaigns to help connect students with campus, answer questions, and provide support. The Director of Marketing and Public Relations manages the Hocking College Facebook page as well as its Twitter account. The college also has a YouTube Channel featuring various student activities and campus projects. In addition, many departments offer their own Facebook pages or profiles to share information and connect students. The college has contracted with **Nixle**, a communication service, to send emergency alerts and advisories to members of the campus community.

Preservation of Core Mission

The campus community has demonstrated a strong, long-term commitment to its mission, purposes and values. The provost and president were able to capture the essence of what was most vital to the campus community in the All Employee Learning Day in May 2010. “Technical education,” “hands- on/experience-based learning,” “jobs/career focused outcomes,” and being “innovative” were portions of the mission statement the college found most important. The campus community reaffirmed the value of open enrollment, admitting all who desire to further their education.



Authority in Decision Making

The organizational charts presented in Criterion One clearly delineate lines of authority. The responsibilities and duties of the college's administrators, faculty, and staff are clearly outlined in position descriptions, which also include lines of reporting. Ohio Revised Code 3357 describes the decision-making powers and duties of the Board of Trustees, and the Board of Trustees Bylaws describes the college president's responsibilities in these areas.

Faculty and staff are also invited and encouraged to serve on various committees and councils, all of which have input into decision-making processes. Some examples are listed below:

- Budget Advisory Council
- Student Affairs Administrative Council
- Academic Affairs Council
- Judicial Hearing Boards
- Behavioral Intervention Team
- One Hocking
- Insurance Benefits Committee

The Employee Handbook is available on the Human Resources' website, as are The Ohio Patrolmen's Benevolent Association Union Agreement, the Professional Bargaining Union Contract, and the Support Staff Agreement. Together, the organizational structure, position descriptions, and employee handbook define the decision-making authority of individual personnel or groups.

Emergency Response Guide

The **Emergency Response Guide** provides a framework for responses to both avoid emergency situations and to respond effectively and safely to emergencies when they occur. This includes assessing an emergency situation, coordinating a response effort, minimizing adverse effects, and, most importantly, ensuring that individuals are informed, safely evacuated, or sheltered and accounted for with reasonable assurance.

This guide incorporates the many regulatory requirements concerning the development and implementation of a campus emergency plan into one document. This acts as Hocking College's contingency plan, required by the U.S. Environmental Protection Agency, and an evacuation plan, required by the U.S. Occupational Safety and Health Administration (OSHA), as well as a general safety plan, required by the U.S. Department of Transportation (DOT). It also incorporates the necessary planning elements into a single document, established around the Incident Command System approach as a standardized, on-scene, all-hazard incident management tool.

Criterion Two: Core Component 2b

The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Despite reductions in state and federal funding, Hocking College and its Board of Trustees, faculty, staff, and administrators have been able to protect its core mission of providing “...a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.”

Adequacy of Fiscal Resources

Since 2003, the percentage of State Share of Instruction (SSI), when compared to the total of SSI and Student Tuition and Fees, has steadily declined. The largest plunge yet will occur in FY 2012. The following table charts the history of declining state support:

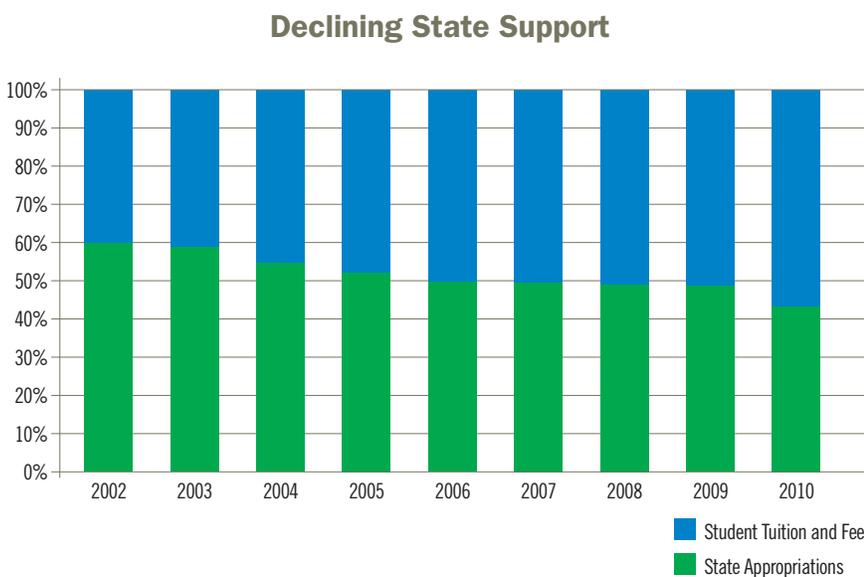


Table 2.2: Declining state support

The overall amount of state support decreased by \$3 million between FY 2008 and FY 2012, \$2 million of which will occur between FY 2011 and FY 2012. The percentage of decrease has been partially masked by an increasing enrollment contributing to increased student tuition and fees. Between FY 2003 and FY 2011 enrollment has increased approximately 29% with more than half of that increase occurring in FY 2010 and holding steady in FY 2011.



The college is accountable to its public in assuring fiscal efficiency in balancing staffing based upon the level of enrollment of students

Hocking had the lowest tuition rate of all technical colleges in Ohio in FY2011 and ranked 13th out of 23 among all two-year institutions in the state. The state did not allow a tuition increase for FY 2008 and FY 2009 and capped the increase at 3.5% in FY 2010 and FY 2011. For FY 2012, the state recognized the inequity of the fee cap and their declining support of two-year institutions and allowed for a flat \$200 increase in FY 2012. The college availed itself of this opportunity and put forth a proposal to its Board of Trustees in July of 2011 to raise tuition by \$198 on the year or \$66 per quarter, equating to an increase of 5.2%. The college felt compelled to request this increase because of the likelihood that there would not be a Capital Bill from the state for this biennium beyond receipt of basic renovation funds.

Fiscal Efficiency in Balancing Staffing and Enrollment

The college is accountable to its public in assuring fiscal efficiency in balancing staffing based upon the level of enrollment of students. As can be seen in Figure 2.3, Hocking College’s enrollment and staffing levels have remained relatively stable during the last three years. During years when enrollment was lower, instructional staff levels also lowered as the college reduced class offerings in accordance with enrollment.

Year	FTE Enrollment	Primarily Instruction	Executive/Administrator	Other Professional	Non Professional	Total
Fall 2007	4826	244	59	46	98	447
Fall 2008	4642	220	58	61	103	442
Fall 2009	4954	232	62	58	113	465

Table 2.3: FTE professional staff by assigned position (source: IPEDS)

Cost-Saving/Efficiency Measures

A number of cost saving/efficiency measures have been instituted within the last several years:

- Viewing each departing employee in a non-enrollment-driven position as an opportunity to reorganize and reduce the number of personnel
- Changing the configuration of health care plans, resulting in decreased costs to the college in excess of \$300,000 per year
- Initiating a bidding process for an insurance broker, reducing brokerage costs by .5% or \$27,000 on the year
- Bidding out fleet and liability insurance at an annual reduction of \$76,000 with rates guaranteed for a three-year period
- Changing the college’s electricity provider for an absolute savings in excess of \$300,000 over a three-year period coupled with savings from increased cost avoidance
- Receiving an Energy Efficiency and Conservation Block Grant in the amount of \$444,777, which will resolve five of the eleven Energy Conservation Measures (ECMs) identified in an energy audit; ECMs costing \$601,050 are being made available at a cost

of \$156,273 representing the required match, resulting in annual savings of \$93,263 with payback beginning during the second year

- Entering performance contracting to further reduce energy costs, with savings guaranteed by the vendor
- Consolidating IT servers, resulting in a cost avoidance of approximately \$65,000 per year for hardware replacement cycles
- Implementing Active Directory which allows for the central management of all labs and user permissions, avoiding the need to hire additional staff
- Utilizing the open source version of Zimbra for campus email
- Adopting an open source platform and standardized programming practices for the college website, allowing the college to drop vendor support for the current web environment, saving approximately \$19,000 on annual maintenance contracts
- Consolidating the management of all phone bills under the IT department, resulting in a savings approximating \$20,000 per year
- Announcing a reduction in force plan in FY 2011 that eliminated 23 positions, thirteen of which had incumbents and ten of which were vacant at the time, reducing costs in excess of \$1 million in FY 2012 without affecting faculty positions
- Introducing a new organizational structure in 2009 combining Academic and Student Affairs under one vice president/provost
- Combining the dean of enrollment services and the dean of students positions into one dean of Student Affairs
- Dissolving New College, canceling or absorbing its academic programs to existing schools, and reassigning the dean as director of institutional research
- Restructuring IT under one chief information officer consolidating network services/infrastructure, desktop support/operations, administrative computing, and web services
- Establishing the Office of Educational Outreach under one director, combining assessment of student learning, articulation and transfer, Tech Prep and Perkins Grant oversight, employee learning, high school articulation/post secondary options, online learning, dual enrollment, and military education
- Deactivating Biotechnology, Computer and Information Support Services, the Ceramics major of American Art, Design and Marketing, International Hospitality, Parks and Recreation, and Spa Management (May 2011)

In addition, there are innovative staff and faculty members who volunteer their talents in areas outside their regular working environment to further the goals of the college. Faculty and staff had demonstrated great dedication and creativity on behalf of their students in procuring experiences and equipment to facilitate student learning. This level of inventiveness and dedication is “priceless”.

The program coordinator and the dean of the Opticianry program at the Perry Campus were able to build their lab with equipment donated by three optometrists in Cleveland who closed their practices. The men went the extra mile, literally, and rented a truck to retrieve the equipment.





Transparency and Accountability

One of the charges given the new vice president for financial services by President Erickson was to increase transparency into the college's finances including matters of budgeting. The vice president for financial services was given a number of opportunities to interact with staff to share information about the college's finances. Those included speaking before the college during the President's State of the College Address during Fall Start Week 2009, attending the president's monthly First Friday meetings, attending gatherings of campus deans and other administrative staff, participating in bargaining unit negotiations sessions and presenting at staff meetings.

Beginning FY 2011, college administrators were given increased responsibility and accountability over their departmental accounts. The president, the chief information officer, the vice president of academic affairs and student services, the vice president of administrative services and the vice president for financial services were designated as budget planning unit heads. Budget managers have direct responsibility for departmental accounts and oversee all accounts making up the Unrestricted Educational and General Fund.

The **Budget Advisory Council (BAC)** was established in April of 2011 to provide a window into the college's finances. Presently, the BAC has meetings scheduled every two weeks and will take on a larger role in preparing the college's annual budget for presidential review. Beginning in FY 2012, the BAC will hold budget hearings with all budget planning units to better understand the current distribution of resources.

Beginning with FY 2011, Fund 12 was added to the chart of accounts for tracking student-paid course fees related to supplies and equipment. Fund 12 is an additional Unrestricted Educational and General Fund to hold budget and actual expenses associated with those fees. The fiscal office, IT and an academic dean worked together to create a report that would accurately reflect fees collected for each course section. The fiscal office encouraged academic departments to set up additional accounts to assist in the tracking of course fees. The purpose of segregating those funds was to make transparent how much was being collected and how fees were being utilized. In addition it was promised that departments could count on 100% carry-forward of any of those funds left over at fiscal year end, into the next fiscal year. Beginning in FY 2012 the college will embark on a thorough analysis of all course fees to determine their viability and whether or not it would make sense for the college to "buy-down" some of those fees.

The college also instituted a **carry-forward policy** in FY 2011 for departmental operating funds designed to allow departments to be able to think beyond one fiscal year in managing operations. The BAC recommended, and the president accepted, that the FY 2011 carry-forward percentage be 90%. More thoughtful, strategic spending can occur when departments know all left over funds will be not be forfeited if they are not used by the end of the fiscal year.

Hocking College has twice been awarded an Endowment Challenge Grant from the United States Department of Education. The grants are awarded to institutions with a higher than average percentage of impoverished students and Educational and General expenditures lower per full-time equivalent (FTE) than those of institutions offering similar instruction. The first and second award amounts, the college's 100% match of each, and accumulated earnings over the next 20 years were released from restriction to the college on August 31, 2006, and July 31, 2009, for "any educational purpose including strengthening the college's capability to meet financial goals for the (college) and increasing student access to quality higher education."

In June of 2010, at the recommendation of the vice president for financial services, the college's Board of Trustees approved setting aside these funds into a \$3 million quasi-endowment for use in strengthening the college's balance sheet through the building of expendable net assets. Information provided to assist board members in their deliberation was the impact to the college's Senate Bill 6 (SB6) scores if these funds were not to be maintained in the fund balance. The college recognizes that it needs to continue to build expendable net assets to strengthen its Primary Reserve ratio score to a recommended .400 from its FY 2010 score of .130. This can be accomplished by either increasing expendable net assets or reducing expenses, with the former being the best strategy for any significant change in the ratio. A ratio change of this magnitude would require an accumulation of an additional \$17 million to expendable net assets, based on FY 2010 numbers. Currently the college is budgeting to annually add \$500,000 to a strategic reserve, but recognizes the need to carve out more. This issue will be further addressed in the FY 2012 budget.

Effective FY 2011, a new format for monthly financial reports to the Hocking Board of Trustees was created. The most recent **monthly report** provides a holistic view of the college, minus the Foundation, and can be viewed here. Continual monitoring of the finances of the college is performed each month by the vice president for fiscal services. The report is first presented to the board's Budget and Finance Committee and then sent in the monthly board packets and formally presented at each meeting. Once the college's audit is performed for the year, the board will receive a presentation demonstrating how the monthly reports relate to the annual audit report.

In FY 2009, the Ohio Auditor of State's office performed its last audit of Hocking College, bidding the contract to independent firms. The college entered into a five-year agreement with Millhuff-Stang. FY 2010 marked the first audit by this firm. The college once again received a clean opinion, and there were no material weaknesses or significant deficiencies.

As of June 30, 2010, the college showed \$5,498,634 in outstanding debt. All current debt was slated to be paid in FY 2013. Included in that number was \$2.7 million in Bond Anticipation Notes (BANs) through capital funds requested from the state. At this time, it is unknown if there will be a capital bill approved by the state for anything beyond basic renovation funds. With the potential need for refinancing the BANs and recognizing that





a lack of debt does not necessarily equate to good fiscal health, the college has recently requested bond counsel to talk through the financing of a number of capital initiatives intended to support the college's strategic plan.

Senate Bill 6 (SB6) of the 122nd General Assembly of the state of Ohio was enacted into law in 1997. It is designed to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor fiscal health. Using the year-end audited financial statements submitted by each public institution, the Board of Regents annually applies these standards to monitor individual campus finances. The college's SB6 scores from FY 2003 through FY 2010, the last year audited, can be viewed here. The FY 2010 calculation of all SB6 scores of all Ohio public colleges and universities and Hocking's relative rank can be seen here. Hocking ranks in the top of the bottom third of SB6 composite scores.

Capital Improvements

The last five biennia capital budgets have provided significant improvements to the facilities of Hocking College. The major enrollment growth areas of Health Careers, Natural Resources, Public Safety Services, Hospitality, and Hocking's Perry Campus have been addressed. The college, with the assistance of the Ohio Board of Regents and the State Capital process, has added academic space (approximately 20,000 sq. ft.) to meet minimum space equity levels with other Ohio two-year colleges.

During this same period, capital monies have permitted the replacement of roofs, some critical walkway and paving upgrades, and with matching dollars from a Federal Energy program, an energy efficient upgrade of certain lighting fixtures and control equipment. Most recently, the college used funding provided by the Ohio Department of Development to add solar panels generating electricity to John Light Hall. New facility projects included the extension of the campus broadband video network and the origination and extension of a fiber optic campus-wide network. With the assistance of a Federal Rural Electricity Grant, the college established a distance-learning network with the Perry Campus.

Growth in enrollment and labor market demand created the need for the addition and renovation of the McClenaghan Center for Hospitality Training. By borrowing \$3 million in anticipation of future capital allocations, the project was completed for occupancy during the summer of 2007.

In its current planning processes with the state, the college has submitted a **capital funding** request to fund current debt and deferred maintenance in order to improve the current facilities and the educational environment.

Some faculty and deans have indicated that their labs are outdated and that resources are not sufficient to update them; however, in many cases departmental budgets have proven sufficient. This year, the provost earmarked discretionary funds for classroom technology, distance learning equipment, and learning resources in the library.

Development of Human Resources.

The college annually creates human resource plans which encourage a review of employees' individual professional development within the scope of their current position as well as their plans for the future. Employee evaluations allow faculty and staff to gauge their performance as it relates to their position responsibilities and areas in which they should grow or develop new skills.

Board of Trustee Resolution 73-37 (adopted in May 1989) states, "BE IT RESOLVED: by the Hocking Technical College Board of Trustees that the following professional improvement policy be adopted:

The technical college encourages employees to upgrade their professional status either with work toward advanced degrees, or time in business or industry. Employees may enroll in college courses while teaching or working full-time. This professional preparation must be done with the following understandings:

- The standard workload at the college must be the first priority of the employee.
- Work assignments at the college must be met first.
- If possible, schedules may be changed or altered slightly for college course work.
- Any day taken off work that requires time for registration, attending classes, or any other activities in pursuit of a degree, must be charged to vacation or personal time away from school.
- Also, in pursuing a professional degree, all employees must be cautioned that their college work load be small enough in their professional improvement that it does not affect attendance, promptness, or the efficiency of the work at the technical college.

Additional information regarding staff involvement in professional development activities, including tuition waivers and reimbursement programs, is discussed under Criterion Four.

Staff and faculty have been given opportunities in the past to become part of cross disciplinary teams for leadership development. Some past examples of these have been the Chair Academy, and the Alfred and Carter sessions. More recently, Ohio University has opened its leadership training series, Managerial Essentials, to Hocking College employees.

Responding to Changing Trends

In each of the last ten years the college has been forced to respond to decreasing state and federal funding. The college has made efforts to increase its fund balance through the institution of efficiency measures, increasing tuition as necessary, and making across-the-board cuts in budgets. The college is intensifying efforts to maintain or grow its enrollment and to increase retention.

It has been necessary for the board of trustees to impose a hiring freeze, which included a freeze on all non-bargaining position raises. Six academic programs have been scheduled for deactivation. The professional bargaining unit salary scale was restructured providing an indexed scale addressing employee longevity and level of education. The college



The self-study process itself acts as a means for the college to engage in assessment and improvement

focused its efforts toward providing higher level pay during the first years of employment. Administrative positions were eliminated through attrition. Unfortunately, in addition, the college needed to include a reduction in force among its strategies to reduce cost.

In spring 2011, when it became clear that the state funding was being reduced dramatically, the college's three vice presidents met with employees across all units to discuss the magnitude of the college's situation and to hear campus suggestions for efficiencies. In addition, a website was established on the college's intranet for employees to share ideas online.

Subsequent to these meetings, the BAC was established and serves as an advisory body to the president on current and multi-year budget issues, funding priorities and fiscal policies. Council members are appointed by the president and are expected to serve as representatives of the entire college community as they conduct council business. The chair and vice-chairs communicate BAC recommendations to the president.

Criterion Two: Core Component 2c

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Hocking College's evaluation processes demonstrate that the college meets its goals for institutional effectiveness. The self-study process itself acts as a means for the college to engage in assessment and improvement.

The college's assessment of student academic achievement, discussed in detail in Criterion Three, is central to demonstrating the effectiveness of the academic programs. Assessment of student learning in all programs and certificates is evidenced at both the course and program levels and includes multiple direct and indirect measures. Assessment results are available to all constituencies via the Assessment Center website. Further, the academic program review process described in Criterion Four addresses the program efficiency balanced with quality.

Financially, Hocking College has contracted with Millhuff-Stang for auditing. In its first year of audits, there were, as in the past, no issues found. In addition, the Hocking College financial aid office has no Title IV findings with regard to reviews, inspections, or audits. The college has no fines, letters of credit or heightened monitoring arising from the Department of Education regarding Title IV funding.

Collecting, Analyzing, and Using Information for Improvement

Hocking College has made progress in the collection and analysis of organizational information. The Institutional Research website provides data such as enrollment reports and student demographic information for public use. A common dataset has also been developed and is posted on the website. Other data is also posted to the website as appropriate.

The college uses appropriate data and feedback loops to support continuous improvement. When data is received, staff and faculty meet to discuss the data and come to consensus about what data is revealing to the college and to make recommendations. One recent example is the “Initial Experiences” survey. The survey was completed in January of 2011 and a team of individuals from across the institution met to discuss the results. Recommendations were made based on the data, including the recommendation that a registration deadline for students be imposed. Additional data was gathered to explore the success of students (as measured by grade point average) based on the registration date. This data continues to be discussed by faculty, staff, and administrators with a decision expected for fall 2011.

With the adoption of Datatel’s Colleague system described previously, the college is still exploring all of the capabilities for collecting, analyzing and using data. A three-year plan for the implementation of additional Colleague features is in place. The college has plans to convert from Oracle to Structured Query Language (SQL), which is expected to help data be exported more efficiently and to be systematically used in decision-making processes.

A data analytics team will be formed to help develop the research agenda for the college. For example, a number of innovative strategies for improving student success and retention have been implemented such as Focus on Success, Smart Start, and the Fire Science Learning Cohort. The data analytics team is intended to more carefully track and analyze the impact of programs like these.

Hocking College’s E-Portfolio Work Center permits students to upload documents highlighting their progress with the Success Skills. The college believes that the e-portfolio design for collection of artifacts is valuable; however, the in-house-developed system is cumbersome and has not been fully accepted by the campus community. The college will be exploring its e-portfolio options during its transition to Moodle.



Improvement Processes

The process for academic program reviews is detailed in Criterion Four. Employee evaluations are another means by which academic and administrative subunits are reviewed. Employee reviews are tied to position descriptions, which reflect the priorities of the unit. Unit administrators and employees use this opportunity to discuss strengths as well as areas for improvement. Students provide feedback for faculty through student comment forms.

As mentioned previously, financial audits of the college demonstrate that the college is operating in a fiscally sound manner despite the challenges of the federal and state funding reduction.

Administrative subunits are responsible for conducting their own evaluation and assessment processes to contribute to the improvement of the institution. One recent example was the initiation of the Learning Outcomes project in Student Affairs in 2009. Each unit developed learning outcomes, which were expected to demonstrate that unit's impact on student success. Quarterly reports are based on these learning outcomes as well as services provided by the unit.

The Residence Life department conducts the Community Life Assessment on an annual basis. The results from the Community Life Assessment are reviewed with student and professional level staff members and are used as the basis for improvements to programs, policies, and facilities.

A frequently used method of assessment is "assessment of process in process." For example, during new student scheduling and registration programs, the staff on the concourse (admissions, financial aid, cashiers and records, and housing) meet briefly to examine needs and issues. Decisions can be made and new strategies implemented quickly as problems arise.

Support for Evaluation and Assessment

In an effort to provide additional support for evaluation and assessment processes, the college employs a full-time coordinator to facilitate institutional assessment, as well as the assessment activities of individual units.

As mentioned previously, an Institutional Research and Planning Office was established in 2009. The director of Institutional Research and Planning was promoted to vice president for administrative services. Due to the hiring freeze, no replacement has been selected for the Institutional Research and Planning position. The assistant director of planning and others remain active in fulfilling some of the duties of this office. A short-term plan to address the need for data analysis includes a team to develop systematic evaluations/assessments for continuous improvement.

Criterion Two: Core Component 2d

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As shown in Criterion 1A, the planning process adopted by the college links master and operational plans to the Strategic Plan, which is in turn based upon the college’s mission, vision, and values.

The figure below shows Dr. Erickson’s proposed planning process for Hocking College and demonstrates links between the development of master plans (based on the Strategic Plan) and the development of the annual budget. While this process has been initiated, it has not been fully implemented.

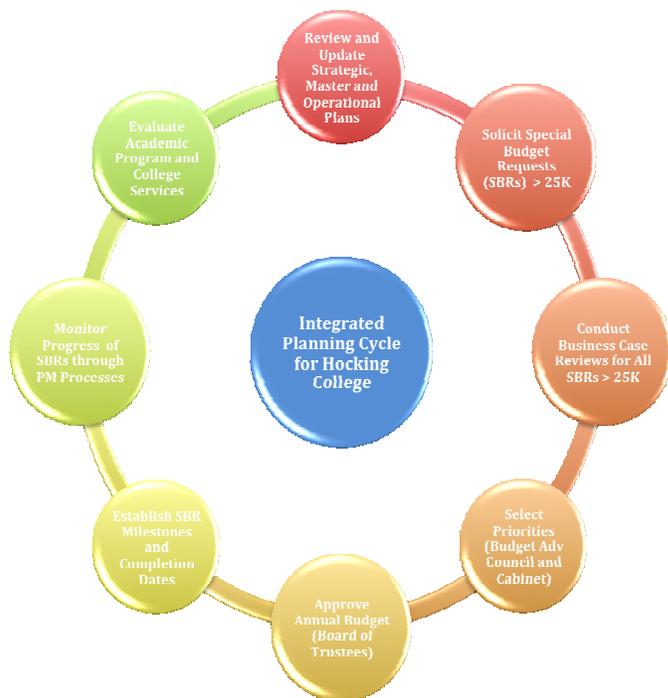


Table 2.4: Integrated planning cycle

Participation in Planning

Hocking routinely seeks input from a broad cross-section of the college community in initiatives such as the development of the Strategic Plan and master plans, the initiation of the Budget Advisory Council, and the development of website forms for comments regarding the budget and the Higher Learning Commission self-study. Feedback from external constituents has been included in advisory committees, Outcomes Based Education sessions, and employer surveys. Additionally, program accreditations and approvals inform planning at the discipline level.



Summary

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Strengths:

- Planning at each level is strong and is built upon the foundation of the Hocking College mission.
- Master plans have been developed for all areas requiring master plans.
- There has been exceptional work in the assessment of student academic achievement at the program level leading to improvement in the quality of education.
- Systematic planning and institutional assessment has been reprioritized.
- The college has shown increased transparency and encouraged campus involvement.
- The college has demonstrated its strengths in the quarter to semester transition processes.
- The college demonstrated the capacity to create cost savings/efficiencies in order to fulfill its mission and to respond to the future.

Challenges

- Because the fiscal health ratios include foundation debt for residence halls, the college currently falls below a composite score of 1.0.
- There is a need for more systematic planning, data sharing and analysis for use in decision-making. Despite good efforts in planning, some of the assessment that has led to planning has not been well documented.
- Sudden leadership changes have not provided the opportunity for the full transfer of knowledge regarding planning efforts.
- Coinciding elements of leadership changes, quarters to semester term conversion and preparation for re-accreditation created a challenging environment with competing priorities.

Plans for Improvement

- Professional development will be provided in institutional quality assurance methods.
- Purchase and installation of system hardware and software to improve data output has been prioritized.
- Institutional research department and agenda will be prioritized.
- Strategies to increase fiscal health ratios include: expanding responsibility and accountability, increasing reserves, more conservative budgeting, and changes in policies such as the new carry forward policy.
- The college will develop consistency in planning, assessment, and documentation throughout institution.



{ criterion 3 }

Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.



{ criterion 3 }



“I first worked with the faculty of Hocking College during the fall term of 2002, at that time they had been working with outcomes assessment for more than 13 years. Hocking’s success with their assessment process today is largely due to:

1. A deep commitment to an outcomes /assessment curricular model and has made it a priority for faculty development efforts for a long period of time (now 19 years).
2. Financial support for the assessment of student learning is ongoing.
3. All faculty are expected to be (and are) involved in outcomes assessment.
4. All position descriptions for instructional leaders have been modified to include specific academic responsibilities.
5. A permanent, full-time Assessment Coordinator assists faculty with assessment efforts and tracking evidence of student learning.
6. An annual assessment workday is permanently placed on the college’s calendar.
7. Multiple assessment measures are being encouraged in all program areas.
8. Eight college -wide institutional outcomes called Success Skills are being documented for all associate degree recipients.
9. A process for reviewing assessment plans and activities for all college programs is closely followed.

Hocking College has created a model of outcomes assessment that exceeds what is seen in even the largest community and technical colleges across the country.”

Introduction

Hocking College is committed to providing “a unique, innovative, and quality education in a supportive, experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning...”

In 2008, the College received the Council for Higher Education Accreditation (CHEA) Award for Institutional Progress in Student Learning Outcomes. This award acknowledges outstanding institutional progress in developing and applying evidence of student learning outcomes as part of the ongoing evaluation and improvement of college programs of study.

To that end the college facilitates the following:

- responsive and relevant experience-based programming that meets the needs of individuals and the community
- outcomes-based curricular development based upon the needs of the workforce
- a curriculum balanced in strong technical coursework and foundational general education programming
- program development by qualified faculty with professional experience in their disciplines
- state-wide collaboration through the University System of Ohio for transfer assurance for Hocking College students and graduates
- program assessment conducted by faculty
- authentic, experience-based learning and evaluation

Enrollment is distributed among more than fifty technical programs and six certificates.

The college’s programs of study are organized into seven schools:

- Arts and Sciences
- Advanced Energy and Transportation
- Business, Engineering and Computer Information
- Health and Nursing
- Hospitality
- Public Safety Services
- Natural Resources

Details related to each program, program outcomes, curriculum and career opportunities are available on the **Hocking College website**



Criterion Three: Core Component 3a

The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Identifying Learning Outcomes

Hocking College has identified expected learning outcomes specific to program technologies and also in its general education offerings within the curriculum development of each program. Program outcomes have been developed by faculty in collaboration with experts in their field. The general education core curriculum was created based upon current state requirements and a consensus of the curriculum committee. The general education outcomes, called “Success Skills”, were developed as a campus-wide effort.

Faculty members are asked to benchmark their program curricula and instruction against the Criteria for Excellence. Initially, program exit competencies representing entry level knowledge, skills, and attitudes in occupational and general areas were identified through Developing a Curriculum Method (DACUM) sessions for each program.

In 2002, Hocking College shifted to program outcomes using the Outcomes Based Educational (OBE) process developed by Ruth Stiehl (Stiehl and Lewchuk, 2002, 2005). Experts in the field and faculty members convened and responded to the question, “What do students need to be able to do ‘out there’ in the entry-level position, that we are responsible for ‘in here’?” This process allows for the curricula to be designed with the end in mind. In addition to defining learning outcomes, OBE participants identify roles/jobs that graduates will be eligible for upon graduation. Programs complete an OBE process every four years to maintain currency.

Faculty members complete curriculum maps and update them annually on Fall Assessment Day. The maps determine where program outcomes are addressed and aligned.

In 1989, a college action team composed of educators from across campus identified and approved eight institutional core competencies (general education outcomes) representing work and life skills necessary for all associate degree recipients to be successful in the workplace, transfer education, and in life. The competencies include communicates effectively, demonstrates math skills, demonstrates learning, critical thinking and problem solving skills, maintains professional skills and attitudes, practices human relations skills, demonstrates knowledge of science and the environment, and maintains a code of ethics.

SUCCESS SKILLS
For the workplace and life

- Communicates Effectively
- Demonstrates Math Skills
- Demonstrates Learning, Critical Thinking and Problem Solving Skills
- Maintains Professional Skills and Attitudes
- Practices Human Relations Skills
- Demonstrates Knowledge of Science and the Environment
- Demonstrates Community, Cultural and Global Awareness
- Maintains a Code of Ethics

HOCKING COLLEGE
www.hocking.edu

The competencies were ratified by faculty referendum and approved by the Hocking College Board of Trustees in 1992. As part of the Academic Affairs ReVISIONing Learning process the core competencies were reviewed, revised, and accepted by the faculty in 1999 and the board of trustees in 2000. A student focus group recommended that the institutional core competencies become known as the Success Skills and the title was changed in 2001. The Success Skills are regularly validated in Outcomes Based Education sessions and advisory committee meetings.

Students are first introduced to the Success Skills during Focus on Success, the college's orientation course. Student learning outcomes are published in program handbooks, the Hocking College website, and are included in program assessment reports. Success Skills specific to courses are identified in the syllabi and evaluation of the learner for the class.

Assessment of Student Learning

Three levels of assessment occur across the college: course level, program level, and institutional level.

Course Level Assessment

Faculty members determine where course level outcomes are taught and how they will be assessed. Examples of course-level learning assessment include minute papers, muddiest point identification, student-generated questions, student-generated test questions, journaling, examinations, group projects, and peer reviews. Faculty members also utilize rubrics, presentations, research projects, portfolios, participation, and surveys to assess classroom learning. In addition, student feedback via course evaluations is extremely important and valued by faculty. These instruments assess the degree to which students understand course content and affords them the means for providing information about the effectiveness of faculty teaching methods.

Program Level Assessment

Each fall, faculty members in every technology/program meet to report and analyze assessment data from the previous academic year. Discussion allows for the celebration of strengths and provides an opportunity for dialogue about areas for improvement in curriculum and instruction. Faculty members report information on two forms: the Individual Plan and the Annual Summary.

Results of graduate and employer surveys are included in most Individual Plan forms, but one year later than the results for the other criteria because the college surveys graduates six months after they complete the program. The college has experienced low survey return rates for the past several years. In 2008 the college replaced mailed surveys with postcards asking graduates and employers to go to a computer link to complete an electronic Zoomerang survey. Response rates remained low for 2008 and 2009 graduates. Faculty tried hand-carrying surveys to employers to encourage return; however, final results remained low.



“ It was a wonderful day. Thank you! I’m impressed with the progress you’ve made and the enthusiasm at each project table. Participants talked about the challenges, but what they shared even louder and clearer was a desire to help students achieve the Success Skills. The opportunity to get a deeper understanding of the institutional work you are doing, as well as see the many projects and how they were being implemented , was very helpful.”

– Sheryl Hansen Director, Ohio Learning Network, 2004 [currently Director, Academic Quality Assurance, Ohio Board of Regents]

All 2010 graduates were asked to self-address an envelope that data gatherers later sent, asking for survey completion. This campaign resulted in a slight increase in response rates. The college continues to explore ways to obtain higher response rates from graduates and employers. Graduation applications now include a brief survey to help gather data that will facilitate contacting graduates in the future.

On the basis of assessment feedback, many programs have adopted or proposed changes to improve curriculum and instruction. Closing the loop in this way enhances student performance and success in meeting program outcomes. These changes include course content alterations, creation of new courses, and changes in assessment measures.

Individual plans and annual summaries along with program trend data are uploaded to the **Assessment Center Website**. Publishing to the website enables programs to remain accountable to all stakeholders. The provost and assessment coordinator also keep hard copies of assessment documents from all programs. Additionally, a full volume set is housed in the library for public review.

Assessment reporting and analysis is critical to determining the health of individual programs. During 2011, the provost and the assessment coordinator met with individual program deans to discuss the 2009-2010 annual summary assessment reports.

After the most recent round of summary reviews, the provost was able to identify and make more informed decisions about deactivating programs. The level at which programs are able to meet their outcomes for student academic achievement was included in the program efficiency data used to make determinations regarding program deactivation.

Institutional Level Assessment

In 2000, Hocking was one of 16 colleges in the nation invited to participate in the League for Innovation’s 21st Century Learning Outcomes Project. This invitation became the catalyst for the Success Skills Integration Project with the goal of full integration, assessment and documentation of the Success Skills across the curriculum.

The Success Skills Learning Community (SSLC) was established to guide the project. Membership included faculty and staff from all academic units and student services. SSLC met regularly for nine years. During this time the past provost and the assessment coordinator, in concert with SSLC, helped the college move forward as a pioneer in the development of assessment processes.

A stipulation of the Success Skills Integration Project was that the “project colleges would develop non-traditional methods for documenting student achievement of the 21st century learning outcomes beyond traditional grades, credits, and degrees (for example: electronic smart card, e-portfolio, and e-transcript).”

After careful consideration the decision was made to build an in-house E-Portfolio Management System based on the early work of Helen Barrett. Hocking College's E-Portfolio Work Center permits students to maintain documents highlighting their progress with the Success Skills. Students may also choose to create a professional E-Portfolio of their best work.

The **Success Skills web site** was created as a resource for students and faculty and to review each of the Success Skills and their associated indicators. Each Success Skill has a link to curricular and co-curricular opportunities to develop that particular skill. A multi-year plan for integration of the Success Skills into curriculum and instruction was introduced to faculty in early 2002, with all Success Skills in place by the end of the 2004-2005 academic year.

Faculty members were asked to identify summative assessment points and require E-Portfolio uploads of summative assessment assignments for each of the Success Skills. These assignments would be included in the documents reviewed during the institutional assessment process.

Each program area created a curriculum map (matrix) to determine where specific Success Skills are taught, assessed, and documented in courses. These Success Skill Curriculum Matrices are updated annually. Success Skills were also identified and integrated throughout co-curricular activities.

The institutional assessment process was piloted for the Success Skill "Communicates Effectively" on May 18, 2007. A team of internal evaluators from across campus assembled and examined a sampling of 35 capstone technical papers from the E-Portfolios of spring 2006 graduates. Two evaluators reviewed each paper. If the first two evaluators disagreed in their assessment, then a third evaluator reviewed the paper to reach consensus. Evaluators rated the papers and assigned numerical scores using the institution's four-point scale:

- **4 Exemplary-Consistently and appropriately applies skill.**
- **3 Proficient-Frequently and appropriately applies skill.**
- **2 Performing-Satisfactorily applies skill.**
- **1 Emerging-Inconsistently applies skill.**

Assessment in this initial pilot found 33 of the 35 documents (94 percent) to be satisfactorily applying the communication skill. Review and analysis of the pilot data by faculty led to discussion and an increased emphasis of the Communicates Effectively skill across campus.





In a second pilot of the institutional assessment process, an audit of 491 graduate E-Portfolios revealed that 106 of the E-Portfolios (21 percent) contained evidence expected for institutional assessment. From those 106, 39 E-Portfolios were randomly selected for review on July 30, 2008.

Evaluators representing six of the eight schools within the college, as well as educators and members of the business community outside Hocking, completed this second review. Overall aggregate results were measured against the college's criterion statement: "The aggregate score for each Success Skill evaluated by the Institutional Assessment Team will be 3.5 or higher, indicating above average to excellent performance by Hocking College graduates." The overall aggregate of 2.87 fell below the stated goal, as did the individual aggregates representing each Success Skill.

The data was deemed insignificant due to the small sample of reviewed documents. However, much was learned from the process:

- More evidence was found in the E-Portfolios than during the last year.
- More summative assessment documents need to be uploaded to the E-Portfolio.
- Increased awareness and utilization of the internal and external field experience measures folders is needed.
- Students and faculty should be better educated about the titling of E-Portfolio documents.
- Cover sheets to identify the Success Skills found in the assignments would be helpful.
- The institutional assessment plan and rubrics should be revised.

Revised Institutional Assessment Plan

After analysis of results from the two pilots, the expectations for artifact inclusion in the E-Portfolio were amended. Required documentation to be uploaded to the E-Portfolio includes the following:

- a capstone or end-of-program technical paper as summative evidence for the Success Skills "Communicates Effectively" and "Demonstrates Learning and Critical Thinking"
- a capstone or end-of-program oral presentation recorded in the college's Television Studio
- a 300-500 word reflection paper highlighting the student's community, cultural, and global experiences while enrolled at Hocking College
- faculty-scored evaluation of student performance during clinicals, internships, directed practice, practicums, co-ops or capstone experiences will be uploaded to the internal field experience measures folder, with aggregate data compiled for an institutional composite
- evaluation of student performance scored by an external person/supervisor during clinicals, internships, directed practice, practicums, co-ops or capstone experiences will be uploaded to the external field experience measures folder with aggregate data compiled for an institutional composite

- a summative assessment math assignment or project specified by the program faculty, providing data related to the math Success Skill criterion identified for the program assessment plan
- a summative assessment science assignment or project specified by the program faculty, providing data related to the science Success Skill criterion identified for the program assessment plan

Faculty and staff from across the academic units were invited to participate in an on-going discussion to revise the institutional assessment plan during 2009-2011. Discussion, to date, has included the following:

- utilizing institutional rubrics such as Valid Assessment of Learning in Undergraduate Education (VALUE), developed by the American Association of Colleges and Universities, to be reviewed for adoption by the college's Assessment Council during academic year 2011-2012
- incorporating the National Occupational Competency Testing Institute (NOCTI) standardized test for evaluating the Success Skills
- conducting institutional assessment at the program level with the assistance of an internal review team that includes non-academic professionals within the college
- collecting samples of student work for use in institutional assessment, gathering either print or electronic copies

During 2010-2011, students enrolled in their final quarter of study were polled about their ability to satisfactorily perform the general education outcomes stated in the Success Skills through the completion of a sixth quarter survey, spring quarter 2011. The stated goal was, "The aggregate score for each Success Skill evaluated by the sixth quarter students will be 3.5 or higher, indicating above average to excellent performance." Results showed that 533 students from 34 programs of study rated themselves at an aggregate of 4.12 on the eight Success Skills.





Direct and Indirect Measures

The college strives for triangulation of assessment data. Direct internal and external measures provide reliable data regarding the actual learning performance levels of students. Indirect measures provide perceptions that learning has occurred.

The table below shows examples of the three types of measures employed for data assessment.

Direct Internal Measures	Direct External Measures	Indirect Measures
Capstone experience	Performance on National Licensure, Certification or Professional Exams (passing rates alone do not provide direct evidence; need to supplement information about how well students did in each of the areas covered in the exam if results are to be used as an indicator of student learning)	Alumni Surveys
Portfolio Assessment	Qualitative external juried review of comprehensive “senior” or capstone projects	Employer Surveys
Standardized Tests (General Education)	Externally reviewed exhibitions and performances in the arts	Student Surveys 6th Quarter Surveys 3rd Quarter Surveys
Faculty Developed Tests	External evaluation of performance during internships based on stated program outcomes	Exit interviews of graduates
Essay questions blind-scored by faculty		Interviews of focus groups
Qualitative internal juried review of comprehensive “senior” projects		Retention and Transfer studies
		Length of time to degree
		Graduates rates and transfer rates
		Job placement data

Note: Direct measures of student learning yield useful information about the value added to a student’s learning by the general education program, the major, or the graduate or professional program, especially when the results from multiple measures are triangulated and are compared with (1) baseline data and/or (2) data from other measures taken over time.

Table 3.1: Direct and indirect measures used by Hocking College faculty

Access to Assessment Results

Instructors frequently share course assessment results with students. Some instructors utilize rubrics for assessment, and these are made available to students. Program assessment reports are posted through the Assessment of Academic Achievement Website and are available for all constituents to view. The Assessment of Academic Achievement website also links to the **Ohio Board of Regents Gateway to Student Success Plans** site.

Institutional Assessment feedback from E-portfolio reviewers is not provided to individual students because E-Portfolio assessment is conducted on a statistically significant sample of artifacts after the students have graduated. As the institutional assessment process matures the results will be available on the Assessment Center Website for review by all interested persons.

Integration of External Accountability Measures

The college submits graduation rates to the Integrated Postsecondary Education Data System (IPEDS). The college also submits information on retention, developmental student success, rate of transfer and performance after transfer, and licensure and certification pass rates to the Ohio Board of Regents. Accountability measures required by individual program accrediting agencies are incorporated into some of the college's program assessments. Faculty members are encouraged to integrate accrediting agency requirements into their individual plans for assessment. The Office of Institutional Research and Planning was created in 2009 to facilitate the systematization of data collection, analysis, and integration. The office has a presence on the college website and shares institutional research data to aid institutional decision makers in their tasks.

Comprehensive Assessment

Whether delivered as an off-campus certification course, a high school dual enrollment opportunity, a class offered in a correctional facility or on a satellite campus, a course taken online, or a "flex" class scheduled during and between quarters, the college recognizes the importance of assuring quality through assessment. The organization's assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs. Degrees and certificates awarded for college credit are assessed through the college's program-level assessment process.

Off-Campus

Off-campus sites follow the same assessment process as those on campus. College courses are offered at four correctional facilities. Program outcomes and the Hocking College Success Skills are emphasized in courses related to food service management; auto parts; heating, ventilation and air conditioning; retail business management; and landscape management. Prisoners may complete all but one course while incarcerated. Enrolling in the final course upon judicial release enables degree completion.





Online

Hocking College offers nearly 100 online courses, each of them subject to the standard course and program assessment guidelines as other Hocking offerings. Faculty members determine what course outcomes are taught.

Military

Hocking College's military education **programs of study** are assessed by the on-campus and online faculty at both course and program levels. The college also employs a counselor with expertise in post traumatic stress disorder (PTSD).

Flex Course Offerings

Thirty to forty short courses are offered each quarter in the flex format. Examples include firearm safety, horse packing, equine acupressure and massage, beverage preparation, defensive driving, police science and fire safety. Participants complete course requirements and evaluate the learning experiences.

Distance Learning

Distance learning enables course offerings to be taught at the Nelsonville and Perry campuses simultaneously. Distance learning courses are evaluated in the same manner as all other courses.

Faculty Involvement

Faculty members are involved in the Outcomes Based Education (OBE) sessions for each program and therefore assist with the development of program outcomes. Program matrices demonstrating where program outcomes and Success Skills are taught across the curriculum are developed and updated by faculty. Matrices have also been developed for the quarter-to-semester curriculum.

Faculty discussions based on data analysis have led to changes in curriculum and instruction to improve student performance and enhance student success. Changes include revisions to course content, assessment criteria, scheduling, as well as the addition and deletion of courses.

Assessing Assessment Processes

As noted above, the college has learned from its assessment processes and revised its assessment program accordingly. As on many campuses, achieving full "buy-in" from the college community remains challenging.

Criterion Three: Core Component 3b:

The organization values and supports effective teaching.

Qualified Faculty

Qualifications for faculty members are determined by guidelines from accrediting bodies, both regional and programmatic; state regulations (Ohio Board of Regents); as well as school and/or college guidelines. For example, the School of Nursing is governed by the Ohio Board of Nursing (RD87-ORC section 4700). Copies of the most current job descriptions, including qualifications, are kept on file in the Human Resources Office.

Faculty members are required to meet the standards of the Ohio Board of Regents for degree and experience attainment. Faculty members who do not meet this requirement have been asked to create a plan to obtain appropriate additional certifications or degrees. Eighty-Four (84) percent of the college’s faculty members currently hold degrees of bachelor or higher.

Degree Held	Number	Percentage
Faculty with Associate Degree	35	12 percent
Faculty with Bachelor’s Degree	70	25 percent
Faculty with Master’s Degree	150	53 percent
Faculty with PhD	17	6 percent
Other	11	4 percent

Table 3.2: Degrees held by faculty members

Professional Development

The college supports faculty involvement in professional development activities focused on teaching and learning. Institutional on-campus professional development activities have included the following:

- presentations by external experts
- presentations by college personnel
- Best Practice and Success Skills fairs
- Quality Instruction Program/programming by Office of Educational Outreach
- League for Innovations, online access

Additional information regarding professional development opportunities is available in Criterion Four.

Core Component 3b





Evaluating and Recognizing Effective Teaching

Deans and/or associate deans are expected to evaluate faculty members twice during the first employment year, annually for three years after the first employment year, and then once every three employment years. Faculty members develop “Goals for Growth” that serve as a self-evaluation of strengths and opportunities for improvement. Completed evaluations are reviewed with faculty members. The Human Resources Department maintains a copy of the evaluation in the employee’s personnel file.

The college also recognizes teaching effectiveness with annual excellence in teaching awards. Students, faculty, and staff are encouraged to nominate instructors, and applications are reviewed by the excellence in teaching committee which makes the final decision. Recipients of the award receive \$1000 and a plaque.

Students complete anonymous course evaluations (also known as the Student Comment Form) during weeks 9-11 of the quarter. Copies of the forms are available to instructors after grades have been submitted.

Improving Teaching and Learning

Curriculum development and pedagogical advancements begin with faculty. They collaborate to recommend changes to existing courses and programs. The director of employee learning and the deans of each program encourage faculty to participate in pedagogical development. College and school budgets offer some supplemental funds for faculty to attend workshops and conferences that focus on effective teaching strategies.

The college has a membership to iStream sponsored by the League for Innovation. Webinars and archived articles addressing pertinent issues in higher education are provided by iStream. All staff and faculty can access iStream for professional development.

Innovations to Enhance Learning

Faculty members strive to incorporate new teaching materials, methods, and technology into the classroom. Table 3.3 on page 63 surveys innovative practices used by faculty/staff (n = 155) at Hocking College.

Innovative Practices to Enhance Learning

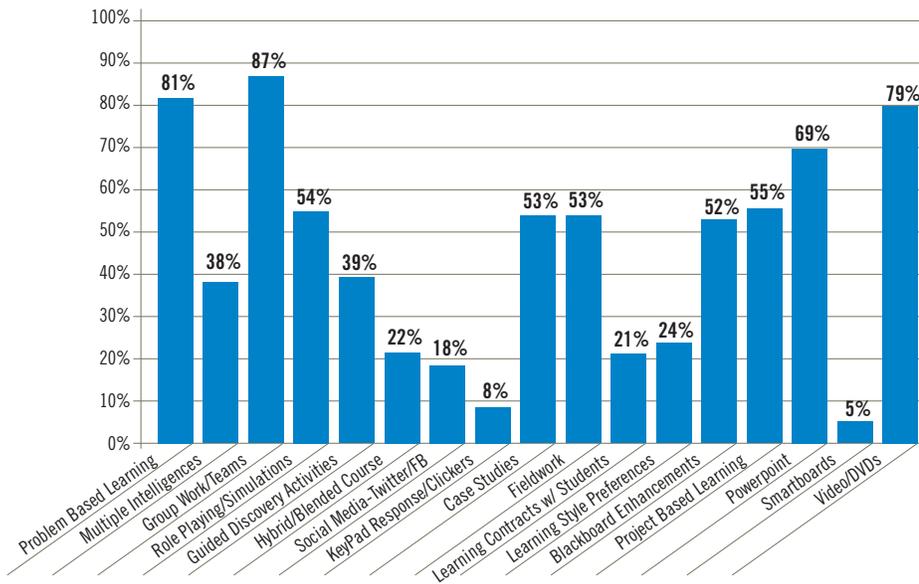


Table 3.3: Innovative practices used to enhance learning

Faculty Involvement in Professional Organizations

Faculty members are encouraged to model professionalism via active participation in professional organizations at local, state and national levels. In a survey conducted in May 2011, 38 percent of reporting faculty members listed membership in professional organizations within their fields. The director of employee learning plans to implement a web-based faculty and staff professional development tracking profile, which will include information about involvement in professional organizations.

Criterion Three: Core Component 3c:

The organization creates effective learning environments.

The Community College Survey of Student Engagement (CCSSE) Benchmark

As shown in the 2010 CCSSE Benchmark Summary Report , Hocking College scored above the mean in the five areas identified as key to creating an effective learning environment.

	Benchmark	Hocking			Medium Colleges		2010 Cohort	
		Score	Score	Difference	Score	Difference	Score	Difference
All Students	Active and Collaborative Learning	59.9	50.0	9.8	50.0	9.9		
All Students	Student Effort	56.2	50.4	5.9	50.0	6.2		
All Students	Academic Challenge	56.2	50.1	6.2	50.0	6.2		
All Students	Student Faculty-Interaction	57.7	50.1	7.6	50.0	7.7		
All Students	Support for Learners	56.0	50.1	5.9	50.0	6.0		

Table 3.4: Community College Survey of Student Engagement Benchmark



Natural Resources Law Enforcement students were having difficulty passing the required physical fitness test at the end of the program. A required fitness class was added to each quarter and students are now more successful at passing the physical fitness test.

Continuous Improvement Based on Assessment

Faculty conduct test analysis on external exams to define specific areas for improvement and make corresponding revisions in their curriculum and instruction. The following table describes a few examples of changes that have been made, or are pending, based upon assessment findings:

Assessment Finding	Implemented change	Type of Change	Impact of change
Fire Science – initial pass rate was lower than desired	Curriculum revision and more test preparation	Pedagogical	Positive impact with improved pass rate
Parks and Recreation – students’ presentation skills needed improvement	More opportunities to practice presentation skills	Pedagogical	Pending
Health Information Management – diminishing number of on-site practicum experiences available	AHIMA Virtual Lab	Pedagogical	Pending
Hotel Restaurant Management – exam results in specific areas were lower than desired	Added six new modules	Pedagogical	Pending

Table 3.5: Some examples of changes made or pending based upon assessment results

Supporting Learner Diversity

Hocking College serves a diverse population with a variety of generational, lifestyle, and educational backgrounds. English as a Second Language (ESL) classes are available for students needing additional skills in this area. Diversity awareness is emphasized through the general education Success Skill, “Demonstrates Community, Cultural, and Global Awareness.” Only 35 percent of respondents on the CCSSE indicated diverse perspectives in their classroom discussions. Out-of-class experiences provide numerous opportunities for cross-cultural exploration as has been discussed elsewhere in the self-study.

The “We Are One Hocking Initiative” began in February 2009 after an incident of racially motivated graffiti was discovered in one of the residence hall community bathrooms. The campus response and efforts to bring students together inspired a renewed focus on appreciating and celebrating diversity on campus. The Diversity Master Plan was developed during that time and the events that took place in support of the master plan were outlined in Criterion Two.

The STARS reception, recognizing outstanding achievement in student successes, changed the name of its “Outstanding Impact on Cross-Cultural Understanding” award to the

“We Are One Hocking” award. The award has expanded its focus from only cross-cultural understanding to include programs that support positive ideology.

There is also an award given at graduation each year called the “Outstanding Contribution to Cross-Cultural Awareness.” Students are nominated by faculty and staff and a representative group from across the institution chooses the recipient.

Student staff members in the residence halls are required to provide programs for residents promoting diversity awareness and celebrating cultural differences. A program called “Culture Shock” was particularly popular. Teams of students answered questions about different cultures. Residence hall staff prepared international cuisine for students playing the game. International students were also involved in the programs, with many of them sharing their experiences of adjusting to their new lives at Hocking College and sharing stories of their home countries. Games such as “Sneak Attack,” which originated in Ghana, and “123 Dragon” from China were also played.

Advising for Student Success

Program faculty members are front-line advisors for students, developing relationships that are the key to fostering student success. The number of assigned academic advisees per full-time faculty member will not exceed 30 without alterations to faculty load.

Academic success coaches assist faculty and staff in advising students at various stages in their education. Four academic success coordinators provide proactive, developmental advising to high risk students. Two success coaches were located in Hocking Heights to assist residence hall students with advising needs. Due to decreased Perkins’ funding, it was necessary to move the success coaches to a central location where they were better suited to assist a broader population.

Academic advisors, success coaches and faculty members assist students in meeting the Postsecondary Institution Perkins Performance report indicators:

- technical skill attainment
- credential, certificate, or degree
- student retention or transfer
- student placement

The college’s first-year experience course, Focus on Success (GS101), assists students with developing an educational plan, orienting them to the college’s various support systems, discussing best learning strategies, and introducing program outcomes and Success Skills.

Learner Support

The college utilizes learning resources and student support services to encourage a holistic approach to learning. Many of the student support services are located on the main campus in Nelsonville, including counseling services, services for students with disabilities,



and tutoring. The counseling department maximizes its services through its relationships with other institutions using graduate students to provide services as appropriate. The college also makes use of external resources such as Tri County Mental Health as needed. College-supervised housing is available on the main campus; therefore, many of the co-curricular activities take place there. Also on the main campus is the library, which houses not only traditional books, magazines, and media, but computer work stations. The library website provides 24-7 access to Ohio Link, Interlibrary loans, and other research tools from anywhere a student might have internet access.

Although all student services are available to students enrolled at all locations, in-person access is not always convenient. Members of the counseling staff have been available for telephone consultation in limited situations, but prefer, for professional integrity, to meet with students in person. Participation in the Ohio Learning Network-sponsored Center for Transforming Student Services audits (described in detail in Criterion Four) encouraged discussion about providing more services electronically to students, which would include students studying abroad.

Online learning at Hocking College uses a learning management system to provide students 24-7, global access to nearly 100 courses, as well as course enhancements. Students are able to contact the Online Learning Office (Oakley 210) during business hours for support in solving access problems or to get general answers to questions about their online courses. The computer help desk, located in John Light 265 on the main campus, handles questions concerning service requests, system logins, and inquiries from students regarding computer hardware and software, Internet connectivity, and related topics.

Encouraging Use of Technology

The college encourages faculty integration of technology into the curriculum, with computer classrooms, mobile carts with video projectors and computers for classrooms that do not have permanent installations, whiteboards, simulation equipment, clicker technology, and video projectors and software that allow faculty to project student work from any computer in the room. Hocking College's learning management system affords a platform for course enhancements that can be utilized in or out of the classroom. Internet access is available in nearly every classroom, lab and lounge space.

Quality Assurance

Quality assurance is evidenced through assessment of student academic achievement, program review, and faculty evaluation. For example, all online courses undergo a peer and administrative review for quality before they are placed online. Online students evaluate their courses and offer feedback to the instructor at the completion of each course. Currently, the Office of Online Learning is updating its set of guidelines, not only for course quality/content, but instructor performance as well.

Traditional course faculty members are asked to have students evaluate one course each quarter; however, faculty may elect to administer the evaluations to more courses. Academic administrators evaluate faculty, review student evaluations and offer feedback to improve teaching and learning.

Access to Resources in Support of Learning

From its inception, Hocking College has pledged to provide "...a supportive, experience-based learning environment..." Among those on-campus learning sites are a library, committed to helping students become information literate by exposing them to the many ways information is gathered and disseminated. Labs devoted to the specialization areas of Hocking College are found on and off campus, maintaining both proper learning environments for students and compliance with program accreditation standards.

The college's focus on authentic learning and assessment combined with its rich resources create a broad environment from which to draw for its "classroom." In addition, campus labs provide simulations and hands-on learning opportunities when appropriate to facilitate content mastery by students. For example, health care students are provided opportunities for repetition and mistakes that are not feasible on the job.

The college's various campuses host massage, CPR, first aid, and anatomy and physiology labs; mapping, GIS/GPS, soils, and animal identification labs; a fire science training site; a Nature Center featuring raptor rehabilitation; a reconstructed 19th century Appalachian village; a fish hatchery (one of two operational and educational fish hatcheries in Ohio), as well as Lake Snowden park and recreation area used for various outdoor equipment classes, watercraft exercises, wildlife, aquaculture and forest management, and natural resources law enforcement classes; Lake Snowden's Sauber building, housing the archaeology program which includes the Southeast Ohio curation facility; miles of trails for maintenance practice and hiking/horseback experiences; heavy equipment program sites on the Nelsonville and Perry campuses, along with Lake Snowden; a hybrid automotive training center and solar, wind, and geothermal labs on the Logan campus; horse and rider training pens and horse-pulled equipment practice areas; a radio station broadcasting to the campus and Nelsonville; and music production work during concerts held on campus. Labs located in downtown Nelsonville support music production and arts, design, and marketing programs.

Other off-campus lab experiences include clinical sites for nursing, physical therapy, and fitness training students; visits to excavation sites for archaeology students; and kayaking and rock climbing destinations for students enrolled in ecotourism.

Room utilization data indicates that classrooms and labs are at, or near, capacity during the day, especially in fall quarters. During evenings, weekends, and through the summer, many labs are underutilized. The currency and state of repair of lab equipment across campuses varies. A comprehensive plan for repair and/or update of equipment is being considered to assure students are provided the experience needed to meet the demands of the workplace upon graduation.

The college's focus on authentic learning and assessment combined with its rich resources create a broad environment from which to draw for its "Classroom".



Evaluating Use of Learning Resources

Hocking College is constantly gathering feedback from faculty, students, and community partners. For example, the Learning Lab in Oakley 306 provides a casual computer area and study lounge, staffed by volunteer faculty. Students and faculty are encouraged to fill out suggestion cards and evaluation forms to weigh in on services provided; students are also asked to sign in and out of the lab in order to mark peak use hours. At key points in the quarter, the Communications PACE lab and the social sciences lab ask students to fill out evaluations for how well the area's resources are serving their needs. Advisory committee members in some programs have toured facilities and provided important suggestions for upgrades.

Assessing Effectiveness of Learning Resources

Whenever information on learning resources is gathered, faculty, staff, administration, and sometimes student advisory groups assess suggestions for improvement. Equipment purchases, staffing, facilities renovation or new construction, and open hours of service, are among the decisions driven by evaluative feedback. For example, the Learning Connection (TLC) is a federally funded, TRIO program at Hocking College designed to assist and encourage first-generation and low-income students, as well as those with disabilities, to achieve. Grade point averages, as well as retention/completion rates, are tracked and used to assess the effectiveness of various learning resources offered in the program.

Support for Technology Use

The staff of the Media and Technical Services area of the college library assist faculty in the use of technology. They instruct first-time users, and are dispatched immediately when faculty call for help. Problems are resolved or temporary equipment is brought into the classroom to minimize interruption of instruction.

Hocking College's television studio department supports faculty and students by taping speeches and presentations, compressing video files for online distribution, and video-recording faculty interested in posting course enhancements on Blackboard.

The college's Information Technology (IT) department maintains the servers that provide access to Datatel's Colleague information and delivery of online courses. IT manages the Hocking website and operates the Help Desk in John Light 265, a walk-in response center for students and faculty. The college is developing a technology replacement that will move the college forward from a "break-fix" mode.

The Office of Online Learning in Oakley 210 provides support for online course design and delivery, offers training sessions for novice users of Blackboard and faculty developing online courses, fields calls from students and faculty seeking help with Blackboard access and course management, and offers trouble-shooting advice for faculty using course enhancements.

Effective Staffing and Support to Enhance Student Learning

Hocking College maintains a management presence in all of its learning resources, be that a dean, associate dean, coordinator, director, or lead instructor. Along with faculty assignees or volunteers, nearly every learning resource employs full time support staff as well as student employees to maintain optimum service and the most open hours possible. For example, the college's peer tutoring program is overseen by a faculty coordinator who screens applicants qualified to help other students, especially in classes students view as particularly rigorous. A central resource to student life and learning at Hocking is the Student Center, with workout facilities, climbing wall, swimming pool, gaming area, and computer work stations, nearly all of which are staffed by student employees under the supervision of management personnel.

During these challenging financial times, strong community partnerships are more vital than ever in enhancing student learning and strengthening teaching effectiveness. For example, through a grant with Fairfield and Hocking counties, the college provides Adult Basic Literacy Education (ABLE) services to its students.

As was demonstrated in Criterion Two, budget priorities reflect the college's mission of providing quality education in a supportive environment.

Summary

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Strengths:

- Hocking College has innovative, creative, and qualified faculty and staff dedicated to student success.
- There has been exceptional work in assessment of student academic achievement at the program level.
- Remarkable collaboration in curriculum development and program review in preparation for quarter to semester conversion has taken place.
- Hocking College has pioneered efforts in institutional assessment of general education.
- Capstone experiences and assessments demonstrate the synthesis of student learning.
- The college continues to review the effectiveness of its assessment processes.
- There is evidence of strong academic and service support for learners.
- Attention is paid to students who have a need for developmental education.
- Enrollment has grown steadily during the last several years.

The creative spirit of the college's faculty engender plentiful resources for authentic, experience-based learning



Challenges

- Hocking College continues to search for a viable method to conduct institutional assessment of general education.
- Even though the “library is everywhere”, the college would like to improve its services and materials available on the Perry campus and to offsite students.
- Equipment needs to be updated in some labs.
- The students who enroll at Hocking College have many definitions for “success”. Although the college helps students meet their goals, there is a resultant low degree completion rate.

Plans for Improvement

- The college will reinstitute an assessment council to assist in the search for viable methods for conducting institutional assessment of general education.
- The bibliographic instruction tutorial will be restored to the library website for Perry campus and other offsite students.
- The college will use the quarters to semester term conversion for momentum to move forward with quality in assessment, curriculum and instruction.
- The college will continue to explore alternate funding opportunities to enhance status of labs through grants, alumni donations, and partnerships with local businesses.
- A cross departmental team to address low graduation rates will be convened.



{ criterion 4 }

Acquisition, Discovery, and
Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.





“Twenty four months ago my world came crashing down. I was one of the many victims of the collapsing economy. I tried to find immediate alternative work, but several months later I was still unemployed. Losing my job, however, was one of the greatest things to happen to me. I had finally come to the conclusion that I needed to make a change. That change was provided by a local community college. The Hocking College Energy Institute has brightened my future, broadened my horizon, opened doors, and positioned my family for future success.”

— Shawn Yates, Class of 2011
2011 New Century Scholar
All Ohio Community College
Academic First Team representative
Guistwhite Scholarship recipient

Hocking College is committed to the expectations put forth in Criterion Four. The college mission statement states,

“Hocking College provides a unique, innovative, and quality education in a supportive experience-based learning environment, preparing students for employment and transfer education opportunities, while teaching the value of lifelong learning, promoting diversity and developing citizens who are engaged in their local and global communities.”

Lifelong learning is articulated as one of the purposes within the mission documents. “The college is a learning community committed to the enhancement and enrichment of each of its community members through diverse educational opportunities offered throughout their lives. The college fosters learning as a continuous journey toward increased empowerment for students, staff, graduates, and all other members of its extended community.”

Within the Hocking College Values Statements, the following demonstrate the college’s focus of promoting lifelong learning:

- Excellence in education: We value experienced-based learning, student success and development both inside and outside of the classroom.
- Continuous improvement and innovation: As we teach, so shall we learn. We value a quality learning and working environment through the development of data-informed processes in a climate that fosters creativity.

Criterion Four: Core Component 4a:

The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Board Support for Lifelong Learning

In May 1989, the Board of Trustees adopted Resolution 74-11, Research and Scientific Study Conducted by the Staff policy, which indicates that staff members are permitted to participate in research or scientific study conducted by state, regional, and national educational and professional organizations.

In addition, the professional bargaining unit agreement Article VI.X guarantees academic freedom. The agreement states, “Academic freedom is the particular freedom of scholars,



“Lifelong learning is what keeps me young.”

– Hocking College Student
Jeannie Thompson

teachers, and students within the college to pursue knowledge, speak, write, and follow the life of the mind without unreasonable restriction. It is the freedom to be judged as scholar, teacher, or student, when such judgment is necessary, on the basis of legitimate intellectual and professional criteria, not personal beliefs, political views, or religious or other individual preferences, except as these may demonstrably affect intellectual and professional achievement.”

Professional Development/Employee Learning

Hocking College demonstrates its value of lifelong learning for its employees through professional development activities offered on campus, as well as in allocating funds for off campus learning opportunities. The college employs a director of professional development/employee learning dedicated to planning and organizing professional development.

Hocking College Tuition Scholarships/Reimbursement

The Employee Handbook outlines the policy for the college’s tuition scholarships and reimbursement program. Full tuition scholarships to Hocking College are available to all employees, their spouses, and their children. Each participant, other than the employee, has to pay a \$10 service fee per quarter. Lab fees are the responsibility of the individual enrolled in the class. The table below shows the number of staff members who have taken advantage of the tuition waiver program and the number of credits completed during the last four years.

QUARTER	# OF EMPLOYEES	# OF CREDITS COMPLETED
2007SM	7	12
2007FA	1	0
2008WI	9	20
2008SP	8	9
2008SM	6	7.25
2008FA	7	13
2009WI	5	8
2009SP	9	24
2009SM	7	16
2009FA	10	20
2010WI	10	24
2010SP	15	43.25
2010SM	15	30
2010FA	19	51
2011WI	16	41.5
2011SP	22	68

Table 5.1: Use of tuition waiver program

When the college directs an employee to obtain additional training or education as a condition of continuing employment or in the interest of the college, Hocking will reimburse the employee for all tuition costs and necessary fees paid by such employee, provided the employee successfully completes the coursework for which reimbursement is sought with a passing grade.

If an employee requests the opportunity to further his/her education at an institution other than Hocking College, and does so with the written approval of the personnel administrator, then the college will reimburse the employee for tuition costs according to the policies stated in the handbook.

In addition, the college has developed a reciprocity agreement with Ohio University allowing for a reduced rate of tuition. Full-time Hocking College employees who are eligible for health benefits are granted up to 100 percent reduction in the Ohio University instructional fee for undergraduate classes and a 30 percent reduction in the Ohio University instructional fee for graduate classes. The Ohio University general fee, lab fees, and other miscellaneous fees will be the responsibility of the Hocking College employee. Part-time contract employees who are eligible for health benefits will receive the consideration prorated, based on their contract percentage.

As further evidence of financial commitments supporting lifelong learning, the professional bargaining unit scale is based on both experience and educational attainment. As employees earn additional degrees, raises may be available.

Fostering Lifelong Learning in Students

To demonstrate its support for the lifelong learning of students, Hocking College assigns personnel to assist with transfer and articulation to other institutions of higher learning. There have been significant efforts in aligning the curriculum with Ohio's four-year universities by creating Transfer Assurance Guides (TAGs). In addition, core skills are fostered across the curriculum to encourage collaborative learning, resource sharing, social networking, online learning blogs and posts, and research skills.

Professional Development Opportunities

The college encourages all employees to continue development in their fields of expertise as well as being students of learning. While funding for professional development opportunities at the institutional and unit level continues to be a challenge, the college does try to offer multiple low or no cost development events throughout the year.

The week before fall classes convene is designated as Hocking's annual Fall Start Week, beginning with an update from the president, followed by the Employee Awards Luncheon. Other topics are presented throughout the week allowing faculty, staff, and administrators to attend sessions of personal interest as well as spend time within their units. Topics frequently addressed include legal issues, assessment, new technology available to faculty and staff, and diversity awareness and education.



“Hocking College made it possible for me to continue my education and earn a higher degree at Ohio University.”

– Administrative Assistant
Claudia Haning
Hocking College Graduate

Part of the college’s mission is to ensure that students are given the opportunity to learn in a highly professional, supportive atmosphere. Central to this goal and the mission of the college are the faculty employees who provide frontline services to the student body and community learners. The Quality Instruction Program (QIP) is intended to provide incoming Hocking College faculty with training and assistance to effectively teach and serve learners. The program covers information about what resources are available at Hocking College, as well as basic instructional topics. Participants are grounded in the mission of the college and the students it serves. An online version of some portions of the QIP is under development. Evaluations of the program are completed by the participants after each session. This data is used for continuous program improvement.

All Employee Learning Days are held each quarter. Traditionally, the fall quarter All Employee Learning Day focuses on assessment and goal setting. During winter quarter, units plan activities specific to their needs and in the spring quarter, college-wide professional development sessions are available.

Additional presentations to faculty and staff are scheduled as the need arises. The table below represents some of the professional development sessions from the 2010-2011 academic year.

DATE OF EVENT	NAME OF EVENTS
August 2010	Ethics training provided by Susan Willeke from the Ohio Ethics Commission; session was videotaped and shown again during Fall Start Week in September 2010, with employees receiving certificates of participation
August 2010	Building Hope and Saving Lives Every Day on Campus: Suicide Prevention on Campus provided by the Athens-Hocking-Vinton 317 Board
November 2010	Title IX training for management staff provided by Laura Myers, JD, MA, CAAP from Ohio University's Office for Institutional Equity
April 2011	Suicide Talk for Student Affairs Staff presented by Russ Crabtree and sponsored by the Athens County Suicide Prevention Coalition and the Hocking College Behavioral Intervention Team
May 2011	17th Annual National Conference on Diversity, Race and Learning based on “Shifting Paradigms: Progressive Pathways to Diversity, Equity, and Inclusion”
May 2011	“What is Asperger’s Syndrome?” presented by Nick Weiland from the Ohio Center for Autism and Low Incidence, funded from the Ohio Department of Education, for selected Student Affairs staff

Table 5.2: Professional development presentations to staff

Faculty and staff are encouraged to participate in local, regional, and national associations pertinent to their fields. Departmental budgets for travel are allotted, and unit administrators determine distribution. College membership to professional organizations is also encouraged, but must be funded through department travel budgets.

Celebrating Achievements

There are several ways in which the college publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

As mentioned previously, Fall Start Week includes the Employee Awards Luncheon to present the Excellence in Instruction and Excellence in Service awards, as well as milestone years of service recognition to faculty and staff.

The weekly newsletter *Verbatim* features accomplishments of faculty, staff, and students. This “good news source” shares information from across the institution, including notice of academic achievement and professional development of students, staff, and faculty.

Celebrating student successes is an important part of the Hocking College culture. The Student Team Academic Recognition System (STARS) receptions are held each quarter in the Student Center to honor individual students and student groups. For example, the “Green” Award is given to recognize outstanding efforts from the previous quarter in sustainable, renewable and environmental education or practices at Hocking College.

The We Are One Hocking Award honors outstanding efforts from the previous quarter in the area of cross-cultural education, community unification, and/or providing messages of positive ideology on our campus. Prior to winter quarter of 2010, the Cross-Cultural Award was given to recognize efforts in increasing cross-cultural understanding on campus.

The Most Outstanding Contribution to Campus or Community Life Award recognizes a project that made a positive impact on campus or community life during the previous quarter. Dean’s and Scholar’s List recipients are honored at the STARS receptions. Students demonstrating excellence in academics as well as service to the college are selected for the President’s List each spring.

Staff and faculty at Hocking College also have the opportunity to nominate graduating students for four awards. The One Hocking Graduation Award is presented to one graduating American and one graduating International student who, through their actions and involvement, have made a significant impact on the cross-cultural understanding of the Hocking College community. The Richard Elston Award is given in memory of Richard Elston, a former Hocking College Student Senate president, and recognizes a graduating student whose outstanding leadership has positively impacted the Hocking College community. The Student Life Award is presented to a student who has exemplified dedication and commitment to improving the quality of student life for all members of





the Hocking College campus community. The Excellence in Employment award is given to a student employee nominated by his or her supervisor; the student must have earned a minimum of a 3.00 GPA for two consecutive quarters, have worked in the same department for two consecutive quarters, and have received an outstanding employment evaluation.

Hocking College's Role in Use of Research

At Hocking College, excellence in teaching, professional development, and service are emphasized. Research, scholarship, and publication are not the primary focus for faculty. However, the college expects teachers to stay current with scholarship, research, best teaching practices, and technology within their area of expertise, helping students learn the necessary skills to access and evaluate information as appropriate to their field of study.

Faculty and staff attending conferences and other professional events are encouraged to share new ideas with their colleagues. In a May 2011 survey, 89 percent of college employees reported engaging in independent professional development, including reading publications and journals specific to their field.

Auditing E-Services to Students

During a partnership with Minnesota state colleges and universities, the Center for Transforming Student Services (CENTSS) researched best practices in 20 student services from the undergraduate student perspective of available online services. Critical components were identified and then categorized into "generations":

- **Generation 1:** This component is missing from the website.
- **Generation 2:** Only basic information is available. It is presented from the institutional point of view – often a copy of what is included in the institution's print material. Transactions cannot be done over the web.
- **Generation 3:** Paths appear for different types of students so that information relevant to a particular group (such as prospective students, current students, and transfer students) can be more easily found. The point of view is still that of the institution. Students can fill out forms and click on email addresses to send messages and conduct some limited searches. They cannot save information or views.
- **Generation 4:** The text is directed at the student and written in a web style. Students can conduct transactions over the web through portal technology. They may have multiple sign-ons and passwords (different ones for the library, student accounts, and career services) or a single one. Within the portal environment, information is personalized and customized to the individual. Students can conduct more advanced searches and save their information at various stages in the interactive forms.
- **Generation 5:** The services (inside and outside the portal) are customized to the individual and anticipate his/her needs through step-by-step guides or the use of artificial intelligence. The services are delivered just-in-time based on the student's preferences. When appropriate, the services are integrated to provide more holistic support and live interaction.

CENTSS Audit Areas

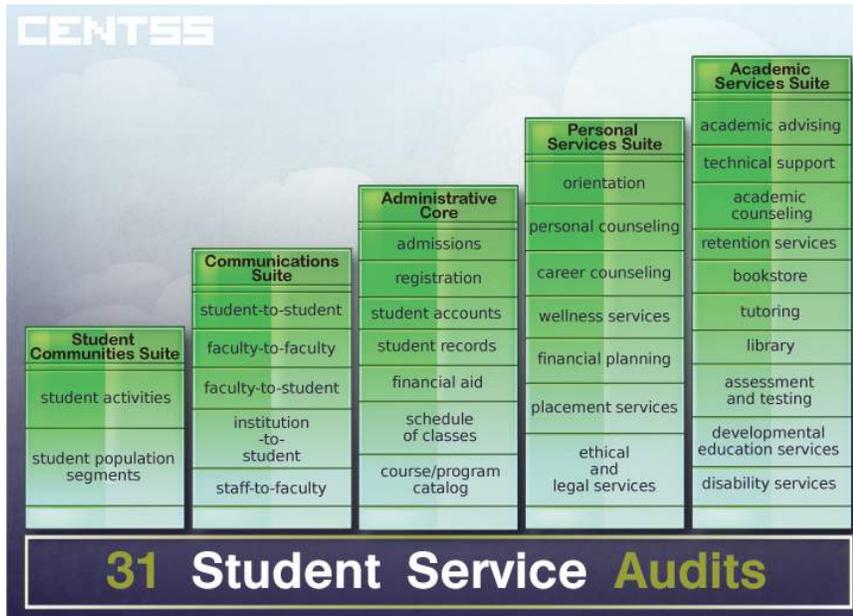


Table 5:3: CENTSS Student Service Audits

Hocking College participated in an Ohio Learning Network (OLN) initiative, designed for colleges in Ohio to assess their e-services to students. During spring and fall of 2010, selected faculty and staff completed the audits based on the CENTSS model. **The results** indicate that in most of our student services areas, Hocking College is at a Generation 2 or 3, which is comparable with similar e-services at other Ohio community colleges.

In February 2011, a small cross-departmental group met to review the results of the CENTSS audits to compare the perceptions of faculty and staff to the college’s true technology situation. As this project moves forward, students and additional faculty and staff members will be asked to take the audits. Results will help the college determine where additional education is needed in terms of using available technology.

Criterion Four: Core Component 4b:

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The college places value on the foundational nature of general education to its mission. Within the mission documents, one of the purposes delineated by the college is that of



general education: “The college’s General Education Program is built on the belief that general education is essential to all work and participation in local and global societies. General knowledge, skills and attitudes, known as institutional Success Skills, have been adopted. These represent minimum expectations for a college-educated adult. Success Skills are woven into and assessed throughout the curriculum.”

As noted in Criterion 3, the eight Success Skills form the foundation of all curricula, a set of common knowledge areas and skills that the majority of employers of Hocking College students expect in an entry-level employee. All eight skills focus on learning areas that transcend academic fields and specific job descriptions. These skills enhance students’ and graduates’ ability to be successful in the workplace and in life.

The college requires the completion of a core curriculum within each program. Core courses include math, oral and written communication, and two of three courses in either natural or physical sciences, social science, or humanities. Course outcomes are intended to assist students in developing job skills and to encourage lifelong learning.

The college’s programs remain responsive to the workforce. Transferability to other colleges and universities has been prioritized. The college invites feedback from OBE and advisory panels to facilitate curriculum analysis in order to ensure programs are appropriately preparing graduates for employment or transfer.

Linkages between General Education Curriculum and Co-curricular Activities

The director of co-curricular education worked with the Success Skills Learning Community referenced in Criterion 3 to develop a means of identifying co-curricular programs that may help students develop different Success Skills. Each Success Skill was assigned a symbol that appears on all advertising for activities hosted by the Student Center staff.

In the residence halls, Resident Success Mentors (RSMs) are required to document the Success Skills addressed in their programming efforts. RSMs are required to facilitate individual hall activities, as well as large scale events designed for the entire residence hall. In addition, they must complete “passive programming” through bulletin boards and other visual displays. The table on page 81 shows the number of times each Success Skill was addressed by a program offered in the residence halls.

SUCCESS SKILL	# OF PROGRAMS
Communicates Effectively	334
Demonstrates Math Skills	35
Demonstrates Learning, Critical Thinking, and Problem Solving Skills	102
Maintains Professional Skills and Attitudes	109
Practices Human Relations Skills	221
Knowledge of Science and the Environment	48
Maintains a Code of Ethics	91
Community, Cultural, and Global Awareness	100

Table 5.4: Success Skills addressed in residence hall programs

Preparation for Continued Learning

During OBE reviews, experts in the field and faculty members convene and respond to the question, “What do graduates need to be able to do ‘out there’ (in the entry-level position), that we are responsible for ‘in here?’”

This, coupled with the implementation of the Success Skills, demonstrates the emphasis placed on graduates’ ability to exercise intellectual inquiry and to prepare for continued learning. A common thread throughout curricula is the element of teaching students how to access accurate, current information about their fields throughout their lifetime.

Criterion Four: Core Component 4c:

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Program Reviews for Currency and Relevance

The “Criteria for Excellence” plan for curriculum and instruction was developed by faculty and last revised in 2005 to provide guidelines for academic program reviews. Programs have been evaluated against expectations for associate degree programs using the following criteria:

- 1. The program has distinctive strengths or unique features which would stand out if compared to similar programs at other institutions.**
- 2. Externally-validated program outcomes which address entry-level knowledge, skills and attitudes in occupational and general areas are specified for each program and integrated throughout each student’s learning experience.**
- 3. Success Skills expected of all students completing associate degrees are integrated throughout each student’s learning experience.**

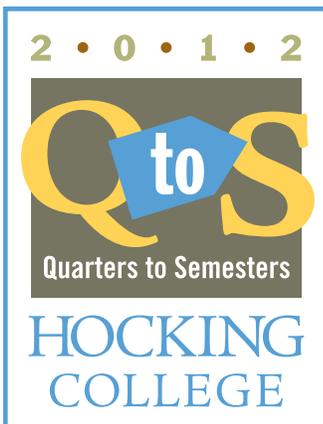


4. The Hocking College general education curriculum required of all degree-seeking students is incorporated.
5. The curriculum prepares graduates for entry-level employment and/or the opportunity to pursue upper division collegiate work.
6. The curriculum is logically derived from the program outcomes and Success Skills. The curriculum includes courses, learning activities and evaluation methods:
 - A. Curriculum includes a coherent and sequenced set of courses based on accepted learning theory.
 1. Courses progressively build knowledge, skills, and attitudes.
 2. Courses are configured to balance the demands on students' time and their readiness for complexity of learning demanded of them.
 3. Curriculum facilitates the development of learners as full partners in the learning process.
 - B. Learning experiences are hands-on and reality-based.
 - C. Capstone experiences are included.
 - D. Opportunities for multiple entry (advanced standing, credit by exam, transfer credit, credit for life experience, performance evaluation) and exit (modules, courses, certificates, degrees) points for all programs are explored.
7. Multiple instructional options which are learner-centered, flexible, and responsive to the range of learning styles are incorporated (web-based learning, service learning, collaborative learning, national and international experiences, and cross-disciplinary cohorts).
8. An assessment of student academic achievement plan is in place and leads to continuous improvement of student learning, curriculum, instruction, and faculty development.
9. The curriculum meets Ohio Board of Regents, Higher Learning Commission of the North Central Association, American Association of Community Colleges, National Council for Occupational Education, and Hocking College guidelines as well as any program-specific approval/accreditation guidelines.

These criteria continue to provide measures to assure excellence, currency, and relevance in courses and curriculum. A curriculum committee comprised of academic deans, the vice president of academic affairs, and faculty across multiple disciplines met regularly to conduct program reviews and to approve significant curriculum changes.

Quarters to Semester Conversion Adaptation to Academic Program Reviews

The process for curriculum review conducted in preparation for transition from quarters to semesters was altered for greater efficiency, given the large volume of programs to review. Minor curricular changes outside the major transition work were addressed with the provost or associate provost, and program faculty and deans.



During the conversion process, program faculty reviewed curricula, researched current industry trends, and consulted with their advisory boards in an effort to gain vital feedback to better prepare graduates for the global workforce. Although the conversion from quarters to semesters is a onetime occurrence, continuous improvement for curricula is an ongoing process. The College Curriculum Committee will be reestablished as a standing committee in fall 2011.

Capstone Experiences

Program capstones provide the opportunity to assess the usefulness of curricula to students who will live and work in a global, diverse, and technological society. The capstone guidelines set the expectation that the capstone should be a “culminating experience that requires synthesis of as many of the program and general education outcomes (Success Skills) as is possible.” The capstone incorporates oral, written, and interpersonal communication, and ensures that the experience and assessment be authentic (e.g., an internship or practicum) or have the capacity to adequately simulate the skills, knowledge, and attitudes necessary for entry-level employment. As part of their capstone experience, students should reflect on both their learning and performance. Their assessment should be both formative and summative.

Curricular Evaluation From Communities of Interest

OBE and other advisory groups regularly provide input that keeps college programs relevant in curricula, in the use of technology, and in response to trends in education, business and industry.

Collection of graduate surveys has been challenging. In response, a centralized survey effort includes capturing employment status and curricular evaluations on student graduation applications. Decentralizing some elements of surveying allows faculty members of each department to maintain better contact with graduates.

Student Scholarship through Phi Theta Kappa

Hocking College has an active chapter of Phi Theta Kappa, the international academic honor society for two-year colleges. To be eligible for membership in any of Hocking College’s PTK chapters, a student must be currently enrolled and have completed at least 12 credit hours with a grade point average of 3.5 or higher. According to PTK guidelines, “The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.”

The Alpha Mu Delta Chapter is active on the main campus in Nelsonville, while the Beta Lambda Nu chapter is active on the Perry County campus. The Hocking College Energy Institute established the Beta Sigma Omega chapter in June 2011 with the induction of seven members.





In our service learning project with senior citizens my students get a sense of giving back to the community. The seniors not only get one-on-one computer training, but feel that the college is part of their community.”

– Mark Yanko
Computer Science Faculty

Demonstration of Knowledge and Skills for Independent Learning and Practice

Capstone courses or projects integrate technical and general education outcomes in experiences providing authentic learning opportunities focused on real world projects and application of skills and knowledge. Practicums, internships, and clinicals give students the opportunity to hone their skills within their chosen profession.

Through their e-portfolios, students store examples of their work throughout their program. Review of e-portfolio documents encourages self-reflection and permits students an opportunity to assess their own growth related to the Success Skills.

Promotion of Social Responsibility

The college requires that students participate in Service Learning/Civic Responsibility (SL/CR) designated courses as referenced in Criterion 3. This requirement provides another opportunity for students to apply knowledge and skills outside of the college to promote social responsibility.

COURSE #	COURSE NAME
ARCH 201	Archaeological Field Methods (Capstone- SL/CR)
CER 110	Focus on Ceramics I (SL/CR)
CER 115	Focus on Ceramics II (SL/CR)
COMM 123	Communications III (SI/CR)
CS 201	Network Applications (SL/CR)
EE 296	Computer Electronics Practicum (SL/CR)
ENGL 153	Service Research (SL/CR)
EQSI 225	Campus Park Patrol (Capstone - SL/CR)
EQSI 258	Corrective Shoeing and Gait Analysis (Capstone -SL/CR)
EQSI 263	Broodmare and Foal Care (SI/CR)
FT 125	Fitness Testing (SL/CR)
GEO 210	GIS Applications II (SL/CR)
HOTR 126	Hospitality Leadership and Management
HOTR 223	Hospitality Lab Experience I (SL/CR)
HOTR 224	Hospitality Lab Experience II (SL/CR)
HOTR 225	Hospitality Lab Experience III (SL/CR)
HOTR 226	Hospitality Lab Experience IV (SL/CR)
HOTR 227	Hospitality Lab Experience V (SL/CR)
HOTR 228	Club Management Lab (SL/CR)
INTP 220	Historical Perspectives (SL/CR)
NRM 150	Stream Water Quality Monitoring (SL/CR)
NT 131	Nursing Clinical Experience IV (SL/CR)
PSCI 296A	Police Science Practicum - Communication (SL/CR)
PSCI 296B	Police Science Practicum - Patrol (SL/CR)
PSYC 154	Interpersonal relations (SL/CR)
WLM 215	Wildlife Management I (SL)

Table 5.5: Service learning courses

The programming requirements within the residence halls include a community service component. Quarterly food and clothing drives collect donations for the Nelsonville Community Center. Campus “clean up” events are also popular.

The Community Outreach Center coordinates service opportunities such as Habitat for Humanity, volunteering at the Humane Society and The Last Chance Corral, mentoring and youth tutoring, and involvement in Big Brothers/Big Sisters.

Criterion Four: Core Component 4d:

The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Library orientation is part of Focus on Success (GS-101), the college’s first-year experience course. The library staff conducts brief informational tours and share basic information about the library and its services. At the program level, faculty members provide further guidance in the responsible use of knowledge. Expectations are stated within the **Student Code of Conduct** and course outlines.

While Hocking College has not had a formal policy for research, past practice required a written proposal request to the provost. The Family Educational Rights and Privacy Act (FERPA) informs the practice of Hocking College employees in their use of student data. Approved in July 2011, the policy for research participation/institutional review states, “As a publicly funded institution of higher education, Hocking College is responsible for providing a safe environment for students and employees that conduct human subject research. Hocking College must provide pre-approval for all research projects that will involve the use of institutional data, students, staff or faculty in any way with regard to research. Written proposals requesting use of institutional data, staff, faculty and/or students, with clearly stated use and intention statements must be received by the Provost/Vice President of Academic and Student Affairs. Approval of research projects, surveys and studies will be at the discretion of the Provost/Vice President of Academic and Student Affairs who heads an Institutional Review Board (IRB) to protect the welfare of human subjects used in research and will administer this policy to ensure compliance with the federal regulations that govern an IRB as codified in the Code of Federal Regulations, Title 45, Public Welfare, Department of Health and Human Services, Part 46, Protection of Human Subjects and any additional federal, state, local laws or professional guidelines.”

The current Employee Code of Conduct states, “Employees are expected to conduct themselves in an honest, honorable, courteous and appropriate manner at all times.”





Hocking College does not currently have a policy involving intellectual property rights. A proposal is being drafted in consultation with legal counsel from the Attorney General of the State of Ohio's office.

Summary

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Strengths:

- The college demonstrates that it values life-long learning.
- The college celebrates the achievements of faculty, staff, and students.
- The Outcomes Based Education model for curriculum development and revision links the curriculum to the workplace and continued learning.
- Program capstone experiences and assessments evidence the usefulness of the curriculum to the students who will live and work in a global, diverse and technological society.
- Science courses placed within the context of the units in which students take the majority of their coursework fosters relevance and the opportunity for authentic learning opportunities within their field of study.
- Service learning/civic responsibility tagged courses promote social responsibility.

Challenges

- Job placement and graduate employer surveys have had low response rates despite multiple efforts to restructure data collection.
- While the college has taken advantage of many opportunities for webinars and online learning for its employees, there is reduced funding for college-subsidized attendance at offsite conferences.

Plans for Improvement

- The college will continue to explore best practices and innovations to increase the return rate for job placement and graduate employer surveys.
- The college will explore "Go to Meeting", "Skype", or other tools to increase networking beyond local meetings.



{ criterion 5 }

Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.



{ criterion 5 }



“Thank you to you and your staff for the support and hospitality of Hocking College. The SkillsUSA Summer Leadership Camp Experience continues to evolve into an extreme leadership development opportunity for students and advisors alike. The Hocking College Campus is the ideal venue and we are honored to work with you and the Nelsonville Community.”

– Mike Cowles
SkillsUSA
Ohio Director

“The Athens County Department of Job and Family Services has had the privilege of working closely with Hocking for well over twenty years. We have collaborated on a wide variety of programs that have insured access to quality education for thousands of local students from low-income families. The college has always demonstrated a special sensitivity to the needs of low income and other non-traditional students. This has been instrumental to the success of our mission to help our clients become better prepared for the workforce and as citizens.”

– Jack Frech
Director
Athens County Department
of Job and Family Services

A Focus of Engagement and Service

Criterion Five addresses the college’s relationships with various constituencies.

Within the context of a technical college education, Hocking College provides a thorough general education platform which supports both certificate and degree programs to achieve its purposes: Technical Career Preparation and Enhancement, General Education, Transfer, Developmental Education, Lifelong Learning, Co-curricular Education. By combining general and technical education, the college enhances the habit of lifelong learning essential to local and global constituents. In order to fulfill its mission, the college identifies constituencies, learns about their needs, and strives to meet those needs.

The Hocking College Strategic Plan formally identifies a wide range of constituencies with whom the college interacts: students; faculty; staff; the board of trustees; alumni; the foundation board, advisory committees; community organizations; secondary education institutions; local, state, and federal government; accreditation agencies/commissions; media; educational institutions; business; and vendors. This chapter examines how the college interacts with many of its constituents through its programs and services of engagement in order to meet their needs in mutually beneficial ways that illustrate commitment to them and to the goals of higher education.

An Evolution of Engagement and Service

Engagement and service at Hocking College have evolved considerably since the last accreditation visit due to the following events:

- Service Learning and Civic Engagement became part of the program curricula.
- The Hope Center was renamed and revitalized as The Community Outreach Center.
- The college and its satellite sites are part of the Ohio Campus Compact, a network of college campuses that focuses on service learning and civic engagement.
- Hocking’s chapter of Phi Theta Kappa (PTK), a two-year college honor society, continues to expand the PTK tenants of “Scholarship, Leadership, Service and Fellowship” as new chapters were opened at the Perry campus and Logan Energy Institute.

In 2004, under the leadership of provost Dr. Judy Maxson, an extensive curricular review occurred that incorporated civic engagement and service learning into numerous programs of study. Courses throughout the curriculum began to build service learning and civic responsibility into their outcomes. All of the courses that include service learning/civic responsibility components were listed in Criterion Four.

In 2009, the Hope Center was renamed The Community Outreach Center (COC) and reintroduced to the campus community. The center’s mission is to provide service-learning training for faculty and staff and opportunities for students of Hocking College to





address unmet needs within Southeastern Ohio communities in the areas of education, public safety, human needs and the environment; to promote the reciprocal benefits of community service and service learning to students, faculty and the community; to integrate service learning into the technical and general curricula of Hocking College; to enable students to work toward the fulfillment of the college's Success Skill that requires all Hocking graduates to "demonstrate community, cultural and global awareness" through participation in community service; to provide the institutional support necessary to expand and sustain a college-wide service learning program.

In 2010, the COC hosted a full-time AmeriCorps Volunteers in Service to America (VISTA) worker who placed Hocking College students in tutoring positions in over 20 elementary school classrooms in Athens county. During fall quarter 2010, Hocking College students spent over 700 hours in elementary classrooms. Additionally, the VISTA worker coordinated Students in Service, an AmeriCorps program that enabled 10 students to each earn \$1100 education awards after completing 300 hours of community service. Students in Service included students who performed practicum and internship hours, provided the experience was considered a service to the community.

The COC hosts and promotes a variety of service learning opportunities to the campus community:

- For three years running, Hocking College student-participants in the Midwest Campus Compact Citizen Scholar program each earned \$1132 in education awards upon completion of 300 hours of community service in one calendar year. Recipients, who tutored in local elementary schools, also earned federal work-study pay while counting their work hours toward their education award.
- Using a Pay It Forward Student Philanthropy Grant, Cindy Yeager's Humanities 203 winter quarter 2011 class on the Perry Campus awarded a total of \$4500 to three non-profit agencies.
- The United Appeal campaign and The Salvation Army Stocking Stuffers promoted campus-community partnerships with many non-profit agencies.
- A comprehensive listing of regional service sites is available to the campus community. The list includes contact information, service descriptions, mission statements and directions to each site, serving as a resource for faculty and students arranging suitable service projects.
- The COC developed an E-Portfolio Service Learning Survey, available for students taking courses with service learning components, for students performing service as part of clubs or organizations, for faculty teaching service learning courses and for club/organization advisors. The survey was designed to measure changes in attitudes and learning that occur while Hocking students are involved in community service.
- In 2005, the director of Co-Curricular Education reallocated staff responsibilities to focus attention on developing the main campus PTK chapter. This allocation of resources allowed the PTK chapter to increase its membership, and achieve Gold Star Status. In 2003, the Hocking College Perry Campus inducted members into their PTK chapter, Alpha Mu Delta. In 2010, Hocking College's Logan Energy Institute launched

the Beta Sigma Omega chapter of PTK. Numerous academic awards, scholarships, and recognitions have been awarded to all chapters. Recently, a student at the Logan Energy Institute received the highly prestigious Coca-Cola Community College Academic Team Gold Scholar.

The State of Ohio: Outreach and Collaboration toward Engagement

Engagement with constituencies as a means to develop and strengthen the pathways for students to smoothly transition from secondary to higher education has received considerable attention since the college's last accreditation. State-wide initiatives supported by the Ohio Board of Regents, the Ohio Department of Education and the Governor's Office have become the vehicle by which Hocking College has prioritized building and maintaining relationships with educational partners and constituents. Beyond the state-wide initiatives listed below, Hocking College has established distinctive and creative means by which institutional practice allows for and invites partnerships and collaboration based on the needs of shared student populations.

- **CTAGS – Career Technical Assurance Guides**
- **TAGS – Transfer Assurance Guides**
- **Transfer Module**
- **Tech Prep Programs of Study**
- **Adult Workforce Education (AWE) and Adult Basic Literacy Education (ABLE)**

As noted earlier, the Office of Educational Outreach was created during the reorganization by Dr. Erickson in 2009. The creation of this office has served to align outreach services to multiple partners including military education, post secondary and dual enrollment options for high school students, online learning, transfer and articulation, the Community Outreach Center, TRIO programs including The Learning Connection and Talent Search, Office of Employee Learning, Office of Assessment of Learning, services for students with disabilities, Tech Prep grant and the Carl J. Perkins grant.

Criterion Five: Core Component 5a

The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Through cyclical environmental scanning, assessment, evaluation, and dialogue with college constituencies, the college systematically analyzes the needs of various communities of interest. Analysis of resulting information guides the development of strategies of engagement and service to ensure fulfillment of the needs of the college's constituents.





Throughout Criterion One, Hocking College's mission documents and commitments are described. The framework of the college's Strategic Plan describes how its commitments are shaped. The college's values, purpose, and mission serve as the foundation for what it seeks to accomplish and shapes how it sets and achieves its goals. To be effective, the strategic plan requires an understanding of the context in which the college operates. The context for the plan was derived from the social, technological, economic, environmental and political factors that influence the institution and from the relationships it maintains with various stakeholders. The college's Strategic Plan was crafted to establish the overall multi-year direction for the college. Within the Strategic Plan, the organization's commitments are articulated through the five categories of strategies: to plan, to serve, to educate, to learn, and to engage

While all of the strategies are relevant to the college's constituents, elements of each demonstrate Hocking's intentions to engage and serve the external community.

Environmental Scanning

Assessments, evaluations, and direct contact with constituents, as part of continuous and systematic scanning processes, enable Hocking College to gain understanding of constituents' needs and expectations and respond to them.

Evidence of environmental scanning:

- Placement test scores to determine developmental education needs
- Surveys from parents and student participants in registration events, health and job fairs, veterans, graduates, employers and Hocking Showcase events
- Outcomes Based Education (OBE) sessions
- Advisory Boards
- Exit interviews
- Professional networking
- Analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) of 2009 and 2010 (as mentioned in Criterion Two)

Attention to Diversity of Its Community of Interest

Scanning changing demographics and the other social, technical, economic, educational and political factors are helpful in predicting trends that may affect Hocking College's constituents. Supporting the diversity of its constituents, Hocking College, recognizes equitable access for students by age, gender, race and socioeconomic status. Substantive efforts are in place to reflect greater diversity in Hocking College's student body, faculty, staff, and those groups serving in an advisory capacity.

Gathering information directly from constituents is a valuable way to clarify their needs and expectations. The college relies on local, state and national surveys, as well as advisory committees, for constituent feedback, including the annual Perkins' stakeholders meetings. Surveys such as the Alumni Survey, American College Testing (ACT) - Advising Survey, Community College Survey of Student Engagement (CCSSE), Employer Survey,

and others provide valuable feedback regarding the perceptions of both internal and external constituents.

Institutional and program accreditations enable direct feedback from accrediting agencies to whom Hocking College and its programs are accountable. Information from both surveys and accreditation surveyors provides direct feedback leading to strategies for improvement.

Program faculty members have used advisory committees extensively as a source of direct feedback from constituents. Advisory committees are an integral component in technical education to facilitate effective connections with constituents served. Drawn from the fields in which graduates are likely to work, committee members provide input into curriculum development and help the faculty and administration keep abreast of recent changes in the workplace. Some programmatic accreditation policies specify aspects of committee composition such as students, graduates, employees from clinical sites, licensed professionals, faculty and public members to name a few.

There are many channels by which faculty are able to glean input to maintain program relevance. Many faculty members continue to work within their field, attend trade shows, conferences, or engage in professional networking. Electronic communication among professional colleagues is a prevalent means by which faculty gather input about how to best provide pertinent education to their students. Program faculty continue to have formal advisory meetings as well. The faculty members have been encouraged to document both their formal and informal means of gathering feedback from their community of interest. Furthermore, the college's work with the Outcomes Based Education process for curriculum review and development provides further opportunities for input.

The college creates a variety of ways to connect with its diverse community:

Enrollment Management

- Enrollment Management Master Plan
- Admissions territory management
- The Hocking website
- Discover Hocking
- Hocking Showcases
- Early Bird and New Student Registration
- Saturday visits

Community Engagement

- College administrators involved in the selection of the city manager for Nelsonville (2002)
- College participation in the comprehensive master plan for Nelsonville with the City Planning Commission (2005)



- Chamber of Commerce meetings in Athens, Nelsonville and Logan
- Sponsorships by the college (Parade of the Hills, Gus Macker Southeast Regional basketball tournament, Skills USA)
- Nelsonville Music Festival
- Ohio Skills Bank – Region 11 economic development
- County and state Veterans Board involvement
- Recognized Red Cross disaster location
- Reciprocity of Nelsonville City and Hocking College Police Departments
- Hocking College Golf Tournament
- Perry Campus Golf Tournament
- Wine Auction
- Art Auction

Student Interactions

- Social media promotions and communications
- Establishment of Department of Military Education
- Establishment of Office of Educational Outreach
- Residence hall communities
- Clubs/organizations

In 2010, President Erickson hosted the Community Action Committee. Representatives/ liaisons from a variety of community agencies, businesses and interests shared with the president information relevant to programs, current work place environment, and other pertinent community relations topics. The president took this opportunity to share his vision of the college and its direction.

The former president was instrumental in engaging a variety of diverse constituencies. He served on the Ohio Appalachian Center for Higher Education (OACHE) Board of Directors and Athens County Business Educational Partnerships. President Erickson established the One Hocking Advisory Committee, the Dean's Table sponsorship at Parade of the Hills, and a grant-funded arrangement with Hocking County Division of Mental Retardation and Developmental Disabilities (MRDD) to provide campus work sites to clients. The president reinitiated outreach to local community leaders, such as Nelsonville's mayor and city manager, working with both to welcome new students to campus. The president contacted businesses and industry, the local media and other key leaders through a series of scheduled meetings to gather information and perceptions concerning Hocking College's level of service to its community. In a newly established venture, a section in the local Rocky Boots Outlet now displays and sells Hocking College promotional items. President Erickson opened his office suite to the college community for food and fellowship the first Friday of each month. During his tenure, Verbatim, an e-communiqué designed to inform, share and celebrate all aspects of college news, was first published online.

Evidence of outreach efforts in response to community needs includes the following:

Advancing Educational Attainment

- The Office of Educational Outreach
- Skills USA – 1st two-year college chapter in Ohio
- We are IT
- Hocking College Energy Institute in Logan
- The Learning Connection
- Talent Search
- Tech Prep and Tech Prep Scholarships
- Early Learning Center
- General Educational Development test and ABLE
- Project Lead the Way
- AmeriCorps volunteer presence on campus
- Summer camps
- Job and Family Services satellite office on campus
- Ohio Skills Bank
- Perkins Grant initiatives
- National webinars utilizing staff/faculty expertise
- Financial Aid Nights
- Financial Aid High School Counselor Breakfast
- Expansion of online course offerings
- Expansion of hybrid course offerings
- Individualized transfer and credits
- Expansion of TAG and CTAG offerings
- Access Center
- 2+2 partnerships
- Expansion of dual enrollment/PSEO partnerships
- K-12 partnerships
- Third Frontier Grant
- National Center for Construction Education and Research (CCER) workshops
- District Scholars
- Future Farmers of America
- Developmental and ESL courses
- Academic Success Coordinators
- Behavioral Intervention Team
- Program use of Ohio University graduate interns
- Ohio Youth Firefighters Academy
- Family, Career and Community Leaders of American (FCCLA) state competition held on campus





Community Outreach

- Workforce Development efforts
- PassionWorks
- *Riverwind*
- Health Fairs
- Leadership training for area public school administrators
- Voter registration
- Student Veterans of America chapter
- PTK and Kappa Beta Delta service initiatives
- Energy Hearings
- Community Halloween
- Smoked Meat Festival
- Thunder in the Valley community 4th of July celebration
- Facility use by outside agencies

The college sought to increase the enrollment rate of high school graduates from counties in closest proximity. The District Scholars Program was developed in 1988 to provide scholarships for students in Athens, Hocking, Perry, Fairfield, Pickaway and Ross counties. This is a “last dollar scholarship” that provides funding for tuition and fees if not covered by financial aid.

Hocking College’s Financial Aid Department provided \$717,420 in scholarships during 2008-2009. The table below shows the percentage of students receiving various forms of financial aid from 2008-2009.

% of Students Receiving Aid

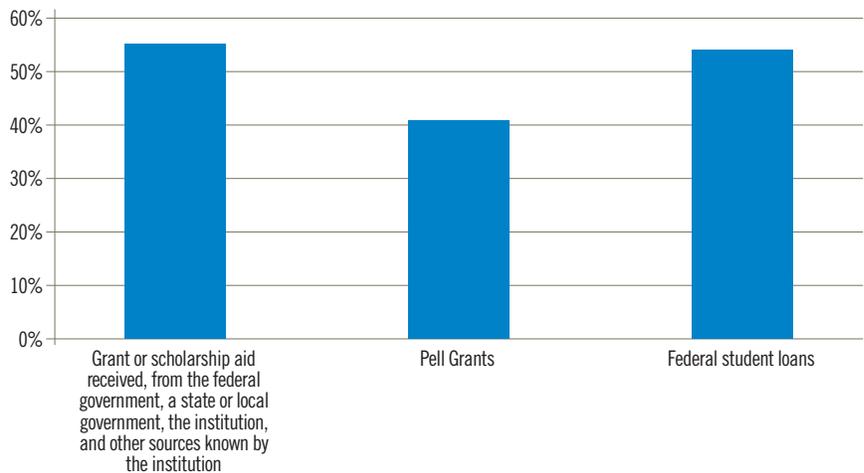


Table 6.1: Percentage of students receiving financial aid

The Department of Military Education addresses the needs of service personnel, veterans, and their spouses and dependents. Out-of-state active and reserve soldiers are assessed in-state tuition rates. Military installations throughout Ohio, Kentucky, and West Virginia

welcome Hocking College educational benefits, transfer capacity and review of the Military Occupation Code beyond traditional American Council on Education's college credit recommendations.

Community Education

The college responds to the educational needs of citizens in its service area through two types of responses. First, various academic departments provide a variety of non-credit and continuing education unit (CEU) workshops, seminars and courses. Second, each academic department provides certificates and specialized training in association with workforce development needs and requests.

A centralized office of continuing education does not exist within Hocking College. Academic programs accommodate the continuing education needs of their professional community with course offerings through the academic year.

It has been suggested that the college should develop a comprehensive continuing education program to serve the professional educational needs of the community, as well as the more general continuing education interest of a rapidly changing technological society and the many "baby boomers" who will soon retire. The college will investigate the need and capacity for continuing education in support of both identified populations.

Criterion Five: Core Component 5b

The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Hocking College has maintained and expanded its resource capacity to provide educational programs and services benefitting the communities it serves.

Hocking College's Community Outreach Center serves as a centralized office to coordinate engagement and service. Connections and partnerships succeed, in part, because the college seeks to understand its constituents, has established meaningful connections, and possesses the expertise to identify potential partnerships that will produce successful outcomes.

The college's organizational structure includes the Office of the President and the three functional areas focused on academic and student affairs, administrative services, and financial services. Each of these areas, through a variety of processes, facilitates connections with Hocking College's constituents. Details of the constituent connections are available from the individual divisions, departments and programs.



Students have opportunities to engage in service outside their course and program experiences. At Hocking College there are 15 student clubs and organizations. Many of these clubs and organizations participate in or facilitate support for several local agencies. In addition, faculty and staff initiate several engagement opportunities. Co-curricular engagement has focused on socioeconomic, health, career/educational awareness, and diversity activities.

Connecting Students with External Communities

In keeping with their mission and the college mission, students are connected to external communities to advance access to educational experiences, services, and programs that develop life skills necessary for successful participation in a diverse and global society.

These include the following:

- encouraging prospective students to investigate various educational opportunities through college fairs, high school visits, campus tours, student ambassador interactions, new student orientation, matriculation communication series, and publications
- assisting individuals to obtain support for both access to a college education and successful completion of intended outcomes (i.e., financial aid, Veterans Affairs, academic support services, disability services, referrals to external agencies)
- identifying at-risk student behaviors and connecting those students to appropriate support resources through the efforts of the Behavioral Intervention Team
- establishing internships, externships, and formal agreements for clinical practice in hospitals or other medical facilities, which benefit both the community and the student
- establishing the Office of Educational Outreach
- increasing access to Hocking College courses through alternative educational delivery methods
- increasing alumni services
- establishing the Early Learning Center, providing affordable child care for student parents

Criterion Five: Core Component 5c

The organization demonstrates its responsiveness to those constituencies that depend on it for service

Collaborative Relationships

Hocking College assumes a leadership role in partnering with other higher learning organizations and other educational sectors to provide opportunities for advance degree attainment. Hocking College participates in formal articulation and transfer agreements and statewide transfer initiatives, both of which support the mobility of learners.

The college's University Center has allowed students to be dually enrolled through collaborative agreements. Transfer and articulation from Hocking College to other colleges and universities has expanded, in part through statewide policies with codified Transfer Assurance Guides (TAGs).

Collaborations With High Schools

Hocking College has been responsive to the goals set forth by the Ohio Department of Education and the University System of Ohio in expanding opportunities for high school students to earn college credit in preparation for success after graduation. The college supports the Strategic Plan for Higher Education statement regarding the value of a strong high school presence:

“Another way to help students prepare and succeed in college is to encourage them to meet the standard of college readiness early and take college courses and advanced placement courses leading to college credit, while still in high school. These programs help encourage students to go to college, give them confidence that they can do college work, and help reduce the cost of a college education.”

Hocking College meets the needs of the high school sector through the Office of Educational Outreach using a variety of delivery models. The reality of meeting these needs is often dictated by funding.

The college currently serves thirteen school systems with a dual enrollment model. Within this model, highly qualified high school teachers serve as the primary course instructors in collaboration with Hocking College faculty who provide guidance, consistency, and assurance of quality and rigor. This model serves both as an incentive for students to enter post-secondary education and to make a successful and seamless transition into college.

This model is also used in the college's collaboration with the Columbus City Schools Post-Secondary Education Option B (PSEO B) model, which is one of thirty PSEO B affiliations. All other PSEO B partners send their students onto campus to take courses. The PSEO A model differs in that parents or students pay discounted tuition to the college rather than the school system providing this funding. PSEO A is the one most often used by the home schooled population.

In addition, Hocking College is a member of the Southeast Tech Prep Consortium and houses its administrative offices. The Consortium works with high schools, colleges, and employers to support educational opportunities for students who aspire to world-class technology careers. College Tech Prep combines college prep academics with skill building technologies to create high school and college pathways to high tech career success.

“By partnering with Hocking College our students graduate not only with college level coursework, they also leave us with the confidence that they are capable of college success.”

– Jeff Daubenmire
Director of Instruction
Logan-Hocking
School District



Hocking College, as part of the Southeast Tech Prep Consortium, serves four high schools and one career center. These partners are committed to quality educational options for students interested in highly competitive technology careers. Collaboration is enhanced by the cross-representation of many Hocking College faculty and administrators on the advisory boards of other consortium members. Faculty members from other consortium institutions reciprocate by serving on advisory boards at Hocking College.

Hocking College is known for its ability to meet student and partner needs while facilitating relevance and rigor in shared curriculum. For its role in establishing PSEO/dual enrollment classes, including summer session offerings, the college received the Community Partner of the Year Award from Zanesville's Foxfire Center for Student Success in November of 2010.

Military Education

The Department of Military Education has been developed to address the needs specific to active duty/reserve service personnel and veterans, as well as their spouses and dependents. Services provided to this population were described in Criteria Two and Three.

Mobility of Learners

All Ohio public institutions use the Course Applicability System (CAS), a web-based network for information on courses, course equivalencies, and program requirements. CAS is a web-based tool used to determine how courses taken at one institution transfer and apply toward a degree at another Ohio institution. CAS is used to do the following:

- view course information
- check course equivalencies
- store coursework;
- research degree requirements
- discover how courses apply toward a degree at another institution.

To promote seamless transfer from Ohio's two-year colleges to its four-year colleges, the state has developed the Ohio Transfer Module (OTM). Each state-funded institution has developed its own transfer module that complies with established guidelines. The college's Transfer Module, a subset of the general education curriculum, requires completion of 54 credits in specified English, mathematics, arts and humanities, social and behavioral sciences, and natural and physical sciences courses. When completed, the OTM is accepted in its entirety at any of the state's four-year universities and participating private colleges.

Engaging Diverse Communities

The college staff has become more involved in the development of plans to increase diversity with respect to minority students. For example, the Admissions Office has joined Educators Committed to Helping Hispanics Onward (ECHHO) to promote college opportunities for Hispanic students at designated college fairs. Hocking College PSEO courses taught in the Columbus City Schools provide opportunities for some minority students. As part of its “to serve” and “to educate” strategic criteria, the college partners with, and provides space for, the GED/ABLE Program. GED/ABLE provides a basic certificate that focuses on employability skills

The College of Arts and Sciences builds effective bridges by providing English as a Second Language (ESL) classes. Applicants with limited English language proficiency are tested and placed according to ability.

Partnerships and Contracts Upheld with Integrity

Due to accreditation standards, many programs are required to have signed contractual arrangements for clinical, internship, and/or externship sites. The contractual agreements are reviewed by the provost and vice president for fiscal services.

Funds resulting from grant-initiated partnerships are expended according to the rules of the grant. An assigned administrator is responsible for each grant activity to maintain the integrity of funding and activity development. All grants are reviewed according to the grant’s requirements.

Articulation and transfer agreements require the signature of the provost. These transfer agreements are reviewed annually for changes, and, in the event of changes, they are again discussed between the respective institutions. Revised versions are reviewed and developed annually.

Hocking College is a participating member of the Ohio Learning Network (OLN). The OLN electronically catalogs distance-learning courses from 81 public and private colleges and universities throughout Ohio. Through the OLN, students can identify and enroll in various distance-learning courses provided by member institutions.





Criterion Five: Core Component 5d:

Internal and external constituencies value the service the organization provides.

Hocking College employs numerous programs of engagement to serve its constituents. Both internal and external constituencies have indicated that they value that service. Students involved in service learning projects have indicated in reflective essays the value of this opportunity.

Community Participation in Campus Events

Promoting life-long learning is a civic responsibility; Hocking College provides opportunities for external constituents to participate in activities and co-curricular programs. The Student Center opens to the public for pool parties, day passes, wrestling and Caged on Campus (martial arts) events. Hocking's Community Halloween brings local children and their parents to the Student Center for Halloween-themed activities.

"Thunder in the Valley," Nelsonville's Independence Day celebration, is held on campus. Food vendors and a local radio station provide entertainment prior to the fireworks display. Later in July, the campus hosts the International Bowhunters Organization's third leg of the National Championship Triple Crown. Participants have the option of camping, or staying in the residence halls at greatly reduced rates. The Inn at Hocking College also is filled to capacity during this weekend. In the spring, Hocking welcomes the Nelsonville Music Festival. Past headliners have included Willie Nelson, Loretta Lynn, and George Jones.

The Inn at Hocking College also has a variety of events open to the public, including Sunday breakfast buffets, a Bourbon Street Bash, Cinco de Mayo, and the Rotary International Dinner. The Inn's restaurant is open seven days a week.

Each spring, the School of Health and Nursing holds a Health Fair. Students and faculty volunteer their time to demonstrate relevant aspects of health and wellness. Hundreds of high school and career center students attend.

Job Fair Participation

Hocking College holds several job fairs on campus each year to assist students in locating jobs. The table below outlines participation in recent job fairs.

JOB FAIRS	# OF EMPLOYERS ATTENDING	# OF STUDENTS ATTENDING (APPROXIMATE)
Allied Health 2010	14	100
Seasonal and Natural Resources 2010	34	300
Collegiate 2010	26	200

Table 6.2: Participation in job fairs

Community Use of College Facilities

Tri-County Vocational school holds its annual graduation at the Student Center. Some of the local high schools have utilized the facility for their proms. The Rural Action auction was held on campus for the last three years and is booked for 2012. The Fund Raiser for “My Sister’s Place,” a local domestic violence shelter, was held at the Student Center for the first time this year and is booked for next year.

In addition, Hocking College is able to offer full summer conference services combining the use of the residence halls, dining services, the Student Center, and outdoor playing fields. Nine camps/conferences were held on campus during summer of 2011, six of which were high school band camps. The college has hosted Skills USA for the past three years, which brings approximately 250 high school students from around the state to campus. The conversion from quarters to semesters will limit the availability of residence halls during summer 2012. However, the summer camp coordinator is already reaching out to the conference planners to arrange housing for as many groups as possible.

As demonstrated above, the external community is frequently invited to be part of campus events and there is high utilization of the campus and its facilities. The college is working to streamline its processes for the advertizing of its events and the mechanisms by which it provides access to, and reservations for, campus facilities.



Summary

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Strengths:

- There has been exceptional work within the high school dual enrollment model.
- Hocking College has robust articulation and transfer programs fostered by the state model.
- Service learning/civic responsibility courses have been added to each curriculum.
- Hocking College has a strong model for outreach to soldiers.
- Hocking College has the capacity to serve students with quality online course enhancements and online courses.
- Quarterly ceremonies to recognize student academic achievement are held.

Challenges

- The college continues to seek a viable mechanism to verify online student identity.
- The federal requirement for online courses offered to out-of-state students is cumbersome and expensive to implement.
- The planned change in learning management system (and concomitant professional development) coinciding with quarter to semester term conversion is likely to place stress on processes for online course development and review.
- Some of the college's long-standing campus and community events have been discontinued.

Plans for improvement

- The college will continue developing its identification authentication through a single sign on approach until the Ohio Board of Regents creates its planned single, integrated technology infrastructure that will provide a federated system of authentication that makes it possible for students and faculty to access resources at multiple campuses through a single account.
- The college is creating a timeline for online course development and review to mitigate the concerns about the conversion.
- The college will continue efforts to partner with the local communities to establish meaningful campus events and traditions valued by both.

{ conclusion }

Conclusion

Hocking College has a history that has been steeped in strength and innovation.

During the last few years it has faced some significant challenges that have been described within the self study. While those challenges have been formidable and have undoubtedly taken a toll, there is an incredible core of excellence that has carried the college forward in its mission.

Members of the Steering Committee were repeatedly reminded that the self study process was not to focus on telling the campus's proud stories, but to come to an understanding of the both the strengths and the challenges at the college. With this spirit, the team was encouraged to bring forward areas of concern with plans aimed toward improvement. The mantra became, "for every challenge, a plan".

In summarizing the evidence that demonstrates our fulfillment of criteria, the Ohio Board of Regents has approved Hocking College's curricular offerings. There is a strong campus-wide commitment to the mission, values, goals, and priorities. Most importantly, the college has a resilient core of excellence despite the budgetary and governance challenges.

In its day-to-day operations, Hocking College abides by all applicable local, state, and federal laws and regulations. A Strategic Plan was developed and a new planning process was shared. Units continue to develop master and operational plans in support of the Strategic Plan. Despite Ohio's challenging budgetary environment, the college continues to deliver quality education and services in a fiscally responsible manner.



Hocking College's primary concern is for its students and their success. The college delivers a unique, quality education provided by innovative, creative, and faculty and staff. The student experience begins with course placement and registration and ends with graduation. In between, the college makes numerous efforts to help students be successful with developmental coursework, academic support services, quality advising, and cultural and social activities. The college has long been a leader in the assessment of student academic achievement.

Hocking College values life long learning and supports its faculty and staff members through professional development opportunities and support for continued education. Service learning and civic responsibility are encouraged through designated courses across the curriculum. In addition, the college has an exceptional high school dual enrollment model and strong articulation and transfer programs, promoting life long learning for its students.

Hocking College's ongoing commitment to its numerous constituencies is demonstrated by its array of partnerships with local schools, four-year institutions, social service agencies, and economic development agencies.

It is the assessment of the Steering Committee that the college meets and, in some areas, exceeds the standards set forth by the Higher Learning Commission. The current self-study process has provided the college an opportunity to reflect on its accomplishments, to document challenges and opportunities for improvement, and to create plans for future success. In those areas of challenge, the campus community and its leadership are poised to move the institution forward.

Hocking College respectfully asks the commission for continued accreditation.



877.HOCKING • 3301 Hocking Parkway • Nelsonville, Ohio 45764 • www.hocking.edu