

2012 Presidential Self-Evaluation
Ron Erickson, PhD, President
Hocking College

Background and Purpose

In March 2011, the Board of Trustees of Hocking College adopted a comprehensive, five-year strategic plan, the first in the College's history. The Plan outlined an ambitious yet attainable future for the College, and reflected the collective feedback gathered from numerous stakeholder groups who were invited to provide ideas and offer feedback during its development.

The *We Are One Hocking: 2010-2015 Strategic Plan* was intended to serve not only as a roadmap into the College's future, but also as an important tool in the ongoing evaluation of the president's performance as the Board's chief executive officer. It is not a complete picture of all presidential duties and responsibilities; however, it is intended to clearly articulate to the College administration those initiatives that are considered paramount to the College's future success in meeting its mission. It forms a covenant of accountability between the administration, the Board of Trustees, and the greater communities they represent as trustees.

By design, the Strategic Plan is a dynamic document, subject to change and refinement throughout the five years of its execution. Since being adopted, it has withstood the test of time very well, and continues to influence decision making and the setting of priorities across the College. At the time of this report, several of the Plan's initiatives have been completed, many more are in the process of being completed, and some await our collective attention. The following summary lists each of the initiatives that collectively make up the five major goals of the plan, and briefly reports upon my administration's success in addressing them. Initiatives are listed as either being completed, in progress, or yet to be addressed.

I look forward to your constructive feedback in how this plan, as well as my performance as your chief executive officer, meets your expectations. Furthermore, I am excited by the prospect of charting a new course together with all of you in the months and years ahead.

Ron Erickson, Ph.D.
July 16, 2012

We Are One Hocking

The 2010-2015 Strategic Plan for Hocking College

Goal 1: *Hocking College will fulfill its mission by managing educational programming and systems of student support for both traditional and non-traditional student populations.*

a. Completed: *Expand educational programming and services for military personnel and families and veterans.*

Hocking College began the Online Military Education Program in 2009. Since that time, over 40 members of the military have graduated, and we now have over 200 students participating. Members of the Army, Navy, Marine Corps, Air Force and Coast Guard as well as the Army National Guard and Reservists from many states also make up our student population. Last year, the College was recognized by *G.I. Jobs* as a "Military Friendly School" for the 2012 school year. This title, earned by only 15 percent of America's 7,000 colleges, universities and trade schools, means that the College will be showcased in the 2012 *G.I. Jobs* publications.

b. In Progress: *Provide training services to the region's existing workforce and employers through an Office of Workforce Development.*

In Fall 2011, an interagency agreement was established between Hocking College and the Tri-County Adult Career Center (ACC), which enlisted the services of the ACC's director to oversee all workforce development and non-credit training offerings to the regional business community by both the College and the Center. This collaborative model, drawn up between two agencies that both serve the Board of Regents, has proven to be very effective in meeting the new expectations and reporting requirements of the Governor's new Office of Workforce Development. The model itself has gathered considerable attention from state officials and the Governor's office, and other colleges and Adult Career Centers have reached out to learn more about our approach.

c. To Be Addressed: *Respond to the needs of regional and national employers through placement research and labor needs analysis.*

d. Completed: *Expand educational services to regional high school students through Post Secondary Education Option and dual enrollment.*

The College has successfully expanded its dual enrollment program to several regional high schools, allowing a pathway for high school students to complete college coursework even before high school graduation. Since the 2008-09 school year, when the program served nine regional high schools and offered 3,113 total credits of instruction, it has grown to serving 17 high school partners and 5,282 in the 2010-11 school year.

We have recently established a new partnership with Trimble High School and have re-established our partnership with New Lexington High School. We are in preliminary talks with Colonel Crawford High School and Butler Tech. We recently submitted a proposal to become the college partner for the Rural Ohio College High School (ROCH), a collaboration of three school districts in southeast Ohio (New Lexington High School, Crooksville High School, and Morgan High School) that received a *Race to the*

Top Innovative Programs Grant to establish an Early College High School. Through curriculum compacting and dual credit courses, students have the opportunity to reach their high school junior year with all of their high school credits completed. These students will then continue at their home high school, taking college level courses taught by ROCH faculty and collaborating Hocking College faculty. We are planning a Dual Enrollment Expo in early spring to bring our dual enrollment high school students to campus, and invite them to explore our programs and their potential to become Hocking students in the future.

e. **To Be Addressed:** *Foster transfer opportunities to students in the Associate of Arts (AA), Associate of Science (AS), and Ohio Transfer Module (OTM) program options.*

f. **In Progress:** *Expand international student recruitment and study abroad efforts.*

A cadre of seven international recruiters currently serves the College, and extend our admissions potential to a number of countries in Central America, South America, and the Middle East region. These individuals--themselves Hocking College graduates--serve as an invaluable link between the College and the home countries of our international students, and often intervene to assist with problems associated with funding, transportation, cultural challenges, and immigration. Currently, the College is proud to serve approximately 80 international students.

Study abroad opportunities for local students are somewhat unevenly distributed across academic programs, but new partnerships are being explored. Student Affairs staff members have met with representatives from leading educational touring company *EF*, with plans to conduct two international tours during the coming year. Use of the Forfar Field Station on Andros Island in the Bahamas continues for students of the EcoTourism program, but the college's role as fiscal agent to the station's parent agency was terminated.

g. **Completed:** *Optimize recruitment and admission efforts through the creation of a new college website.*

Completed in 2010, the new Hocking College website was created from a marketing perspective. After extensive analysis of the previous website analytics, and gathering overall input from different campus audiences regarding the design and site navigation, the new Hocking site is focused on the diverse publics we serve. While the home page of the site is updated frequently with the various events, activities and news items that celebrate Hocking College, the various landing pages are divided into portals featuring information from the perspective of prospective students, current students, alumni, faculty and staff, and the general community.

h. **In Progress:** *Ensure greater levels of student persistence, retention and completion through effective student intervention and support services.*

In January 2012, a Director of Retention Services was hired to bring coherency and coordination to a number of related efforts carried out for the purposes of increasing the number of students who persist in their studies and complete their degree programs. In February 2012, a reorganization of Student Affairs division provided supervisory authority to this position, to further ensure that all current improvement efforts were sufficiently supported, implemented, and evaluated for their effectiveness.

- i. **To Be Addressed:** *Expand community and continuing education opportunities for the life-long learner.*
- j. **To Be Addressed:** *Actively recruit under-represented minorities.*

Goal 2: *Hocking College will employ a campus-wide system of planning at strategic, master and operational levels to create an environment of data-informed decision-making and continuous improvement.*

- a. **Completed:** *Create a comprehensive online repository for Board and Administrative policies.*

In preparation for the November 2011 site review visit by the Higher Learning Commission, a comprehensive repository for all current Board and College policies and procedures was compiled and made available through the College website. This effort is seen as the first stage of a longer-term effort to provide an online, interactive and fully searchable database of all current Board and College policies and procedures, which will feature a common template for policy construction, a directory of designated policy managers, and a published timeline for the review and revision of all College policies and procedural documents.

- b. **Completed:** *Create a Master Facilities Plan that addresses space utilization, capital projects, acquisitions, dispositions of all properties.*

The six-year Capital Plan mandated by the Ohio Board of Regents is the foundation upon which we have built the Facilities Master Plan. This plan consists of the following components: 1) a comprehensive property inventory; 2) a compilation of all leased properties; 3) a longitudinal instructional space utilization study updated each academic term; and 4) a master deferred maintenance project inventory.

The *Energy Efficiency and Conservation Guidelines* passed by the Ohio state legislature in 2007 (ORC Sec. 3345.69) required all state colleges to develop a fifteen-year plan for phasing in energy efficiency and conservation projects. Hocking College contracted with Aleron, Inc. of Worthington, Ohio, to assist us with the analysis, preparation and goal setting aspects of our plan. Recently, Aleron completed installation of a building automation system, or BAS. The BAS is a computerized control system with an intelligent network of electronic devices designed to monitor and control the mechanical systems in a building. This system keeps the building climate within a specified range, monitors system performance and device failures, and provides email and text notifications to our building maintenance staff. The system reduces building energy and maintenance costs when compared to a manually-controlled building.

Another significant improvement to our management of capital assets is the Maintenance and Repairs (MARS) Facility Cost Forecast System. MARS is a predictive modeling tool for forecasting costs in the areas of maintenance and repair, operations, and capital costs. Through its use, the College is now able to forecast all operational costs, calculate deferred maintenance backlogs and facility condition indices (FCIs), and estimate place replacement values (PRV) by building type, size and location.

- c. **Completed:** *Create a Master Technology Plan that addresses increasing infrastructure needs, business continuity measures, security, and improved reporting capability.*

In Fall 2009, Hocking College went through a change in leadership within the Information Technology Office. After reviewing the state of technology campus-wide, it became clear that much work would be required to improve the function, centralization and efficiency of IT operations. With no prior vision established within the office, actions were immediately taken to develop a master plan that aligned with the overall mission of the College.

Three critical objectives were identified and continue to guide the efforts of the IT department: 1) Develop a sustainable, operational budget for Information Technology; 2) enhance the service offerings of the Office of Information Technology; and 3) improve business processes through cleanup and a better use of technology. Reaching these objectives is critical for the continued success of meeting the needs of students and staff at Hocking College. Furthermore, by improving these internal processes, the College as a whole can begin to reap the rewards of a unified system.

- d. **To Be Addressed:** Create a Master Enrollment Management Plan that emphasizes effective marketing, admissions and retention strategies.*
- e. **To Be Addressed:** Explore recognized campus status for the Hocking College Energy Institute with the Higher Learning Commission.*
- f. **In Progress:** Build a financial monitoring and forecasting system to assess the long-term growth of financial reserves, fee revenue structures, and viability of all auxiliary business units.*

Under the leadership of Chief Financial Officer Gina Fetty, Senate Bill 6 ratios from the previous eleven fiscal years are reviewed regularly, to determine how we might improve our measures of financial health, and the monthly financial reporting to the Board has greatly improved our ability to monitor our progress throughout the year. Designated budget managers are currently responsible for managing their own departmental budgets, creating a campus-wide network of financial monitoring. New financial policies addressing carry-forward funds now encourage individual units and programs to save for future needs.

Each of our auxiliary operations has been analyzed for financial viability; this review ultimately led to the restructuring of business operations at the Inn at Hocking College. During the 2012-13 academic year, plans include a similar analysis for the Lake Snowden regional park facility. All other auxiliaries are currently profitable.

- g. **In Progress:** Establish an annual, budgetary development process that reflects transparency, participation and sound financial stewardship.*

A Budget Advisory Council (BAC), made up of a cross section of campus employees, has provided a core group of individuals who understand our financial situation and contribute ideas to our success. Brought together in 2011, the BAC is currently appointing a Student Fees subcommittee to investigate how we assess fees to our students and to benchmark these fees against other similar institutions. The BAC will soon begin a process of budget request hearings, whereby individual units and programs will have an opportunity to request special appropriations in the upcoming fiscal year for projects that are fiscally sound, reflect our institutional mission, and align with strategic objectives.

- h. In Progress: Establish a Master Academic and Student Affairs Plan that provides direction to all other master planning processes.*

The HLC Steering Committee has recently expanded from nine to 25 members, and has been organized into three sub-committees, to address the three accreditation criteria that require a plan of action as required by the recent peer review in November 2011. The Criterion Two subcommittee is working on developing a plan to institutionalize college planning, and link each plan to the budgeting process.

Consideration is now being given to whether the Master Academic and Student Affairs Plan should be divided into two, related planning documents. Additionally, planning is underway to develop a model that would create processes for each element of the Master plans, create operational plans linked to the budget hearing process through the Budget Advisory Committee, and establish evaluation measures for each Master and operational plan put forward.

- i. To Be Addressed: Establish a Master Diversity Plan that promotes the One Hocking campaign through celebration, introspection, and the physical expression of multiculturalism.*

Goal 3: *Hocking College will provide broad opportunities in educational and training options to assist students in meeting their educational goals for both degree-seeking students and the region's incumbent workforce.*

- a. In Progress: Convert our academic schedule from a quarter system to semesters.*

At the time of this report, all academic programs have successfully submitted their transitional degree programs made up of both quarters and semesters, and their fully semester-based degree plans, to be initially offered to first-time students in Autumn Semester 2012. Current efforts include implementing a prescriptive advising plan that will aid students in making more accurate course selections, and assist academic leaders in their planning efforts for upcoming terms. Semester schedules, built from the curricula submitted earlier this year, are now being constructed.

- b. To Be Addressed: Explore opportunities for new programs of study in the STEMM disciplines (i.e., Science, Technology, Engineering, Mathematics, and Medicine) Advanced Energy Production, and Sustainable Agriculture.*

- c. In Progress: Evaluate the viability and quality of each academic program through periodic program reviews.*

The Academic Affairs Council, made up of the academic Deans, the Associate Provost, and directors of other academically-related support units, have responded quickly to the HLC's call for a systematic review of all our various academic programs on a regular evaluative cycle. At the time of this report, the AAC is on track to complete its work in designing an assessment instrument that can be fully deployed during the 2012-2013 academic year, and a four-year calendar of comprehensive program reviews has already been established.

Periodic program reviews are just one part of a multi-year cycle of formative and summative evaluation strategies that will be in place during the next academic year. Each autumn semester, all active academic programs will undergo an expedited viability assessment using key performance indicators, or KPIs, intended to “flag” those programs that may be under-performing. Following that initial analysis, spring semesters will be used to either conduct a more in-depth diagnostic review of “flagged” programs, or to review those programs due for periodic program review, which has been tentatively established as a four-year cycle of formative evaluation.

d. **Completed:** *Successfully maintain full accreditation from the Higher Learning Commission.*

In November 2011, a comprehensive peer review was carried out by the North Central Association of Schools and Colleges, our regional accrediting agency. This visit followed several months of carrying out an institutional self-study, designed to document ways in which the College is meeting each of five major accreditation standards. Although all five of the criteria for continued accreditation were met, the visiting reviewers also recommended several follow-up actions to be completed, including an April 1 planning document to address found deficiencies, and a November 2013 follow-up site visit, to ensure the plans outlined in the April report have been carried out.

At the time of this self-evaluation, Steering Committee co-chair Dr. Myriah Short has assembled an expanded steering committee to address the various needs outlined in the team’s final report, including: a) board governance training; b) improved financial viability; c) improved access to and use of institutional data for strategic decision-making; and d) increased attention to shared governance across the institution.

e. **To Be Addressed:** *Develop an online learning plan that addresses the assessment of existing coursework and the exploration and expansion of online and digital content delivery (e.g., online, e-books, hybrid, and asynchronous instruction) across the curriculum.*

f. **In Progress:** *Optimize enrollment and utilization of the Perry Campus and the off-campus sites at Lake Snowden and Logan.*

The Hocking College Energy Institute (HCEI) in Logan was awarded LEED Platinum Certification in 2011. At the time, of the eight LEED Platinum buildings in Ohio, Hocking College was the only educational facility with this distinction. In an effort to integrate alternative energy educational themes into more curricula and to complement existing associate degree programs offered at the Institute, Hocking College is planning to move our School of Industrial Technology to the adjacent industrial park. Additionally, we will be expanding our Transfer Module educational offerings to serve students from locations north of Logan at the Institute itself.

Students enrolled in the Industrial Ceramics Engineering, Construction Management Carpentry, Construction Management Electrical, and Architectural and Mechanical Design programs will begin the Autumn 2012 semester in a newly remodeled, 24,000 square foot professional building adjacent to the HCEI. The college will also provide more general education classes at the Institute for students planning to continue their education after Hocking and earn a bachelor's degree. By expanding our offerings at the Logan Campus, we are providing an important service to students who may be located in Logan, Lancaster and other areas along the Route 33 corridor. The College also plans to expand student services

with the addition of itinerant admissions and financial aid associates.

Goal 4: *Hocking College will become a center of learning in which students, staff, and faculty are all encouraged to lead a life of learning, for the purposes of career advancement, professional development, personal enrichment, and institutional improvement.*

a. **Completed:** *Establish an ongoing, accessible, and responsive institutional research agenda through the Office of Institutional Research and Planning to promote institutional effectiveness and continuous improvement.*

Establishing an Office of Institutional Research and Planning was one of the first operational changes I carried out after my arrival in 2009. Currently staffed with a director and assistant director, the office manages all external requests for data from state and national agencies, as well as internal requests for data critical to administrative decision making. The Office has recently taken on the responsibility of compiling, maintaining and updating all college policies and procedures as well, and will be instrumental in our ongoing efforts to comply with the HLC recommendations for improvement.

b. **To Be Addressed:** *Employ the use of business intelligence and institutional dashboards to enhance data-informed decision-making.*

c. **To Be Addressed:** *Enhance professional development opportunities college-wide.*

d. **In Progress:** *Implement best practices in performance evaluations for all College employees.*

In the Spring of each year, the Department of Human Resources sends out employee evaluations to the supervisors of all support, professional, and non-bargaining unit employees. The department has developed a new Employee Evaluation Form that is much more comprehensive, and incorporates best practices in performance appraisal. We are working on increasing the rate of return as not all supervisors completed the required evaluations; however, almost 100% of support staff evaluations were completed during the most recent cycle of evaluations.

During our recent reorganization in February 2012, a new Director of Faculty Development was assigned to oversee and coordinate all evaluation procedures for our instructional staff members. New planning documents will clearly articulate expectations for faculty members to carry out professional development activities that will enhance their service to students, the college, and the community.

e. **Completed:** *Evaluate the impact of our student Success Skills assessment program on curricular improvement efforts and graduate success.*

Hocking College is committed to ensuring that graduates have developed their Success Skills--the requisite knowledge, skills, values and attitudes that prepare them for work, life, and transfer education. Following careful deliberation earlier this year, the Assessment of Student Learning Council has proposed that a standardized assessment instrument be selected to assess our general educational outcomes, and determine how well our students master the articulated Success Skills of the College.

Assessments being considered include the NOCTI 21st Century Skills for Work Place Success, the ETS Proficiency Profile, and the Community College Learning Assessment (CCLA). The Council hopes to pilot the chosen test during Spring 2012. It is anticipated that such assessment results will readily influence improvement efforts in curriculum and instruction across the College.

Goal 5: *Hocking College will strengthen existing partnerships and create new alliances to better serve its constituents at the local, regional, state, national and international levels.*

a. **Completed:** *Foster collaborative partnerships with other institutions.*

Since 2009, I have enjoyed reaching out as an ambassador of the College to a number of different agencies and organizations at the local, state and national levels. I have spoken to various civic organizations (e.g., Chambers, Rotary) in Athens, Nelsonville, Logan and New Lexington. I meet regularly with the Nelsonville city administrator Joe Sherer to discuss issues of common interest, and have welcomed campus visits by both Representative Debbie Phillips and State Senator Troy Balderson. I have participated in several radio and television interviews at WATH, WOUB, and the Hocking Public Access television station. I currently sit on the boards of both the Athens County Economic Development Council and the Appalachian Center for Economic Networks (ACENet). I attend the President's Council of the Ohio Association of Community College on a monthly basis, and serve on its subcommittee for Trustee Engagement and Leadership. I will be attending my third annual Ohio President's Summit in Washington, DC, facilitated by Senator Sherrod Brown, which provides me to gain perspective on how federal funding and legislation in education, labor and energy might influence our educational mission to southeastern Ohio. I hope to soon hold my second Community Advisory Council, an opportunity to convene regional government, business, educational and civic leaders to offer their guidance in setting new institutional priorities.

b. **In Progress:** *Facilitate new opportunities for student and employee participation in decision-making.*

The HLC accreditation site review team identified "shared governance" as an area needing attention during its visit to campus in November 2011, which reinforces why it was included within the Strategic Plan. This administration has made a firm commitment to bring more voices to the table of decision making in a number of new ways. Campus-wide advisory committees in Facilities, Institutional Research, Faculty Relations, Budget Development, and Curriculum are either functioning or are actively making plans to initiate meetings in the near future. These new opportunities for staff and faculty members to contribute their opinions and ideas will increase employee engagement, and fulfill the expectations of the Higher Learning Commission.

c. **In Progress:** *Participate in local and national efforts to infuse sustainability theory and practice across curricular, co-curricular and operational divisions.*

The College first signed the American College and University Presidents' Climate Commitment in April 2007. In 2009, The Office of Sustainability was established to make sustainability a core institutional value. Its founding director was charged with setting the College on a path to climate neutrality and infusing sustainable theory and practices across administrative, curricular and co-curricular operations.

Two major initiatives are helping to achieve our ultimate goals of reducing our carbon footprint by 40% over the next ten years. The College had an Energy Conservation Plan conducted by Aleron, Inc. in the fall of 2009, which yielded eleven Energy Conservation Measures (ECMs) to consider; implementation of these began in the spring of 2010. The various ECM projects identified will result in significant cost savings, improved work environments for employees, improved facility aesthetics, and a reduction in our overall emissions. Secondly, efforts are proceeding to develop a comprehensive land management plan for our nearly 2,500 acres of forested campus property, with the intent to gain certification through the Sustainable Forestry Initiative. This plan will ultimately create a number of educational opportunities for our students, develop a healthier ecosystem, and maximize the potential to consider our campus property as a carbon offset.

*d. **In Progress:** Reinvigorate the College Foundation and establish new relationships with donors, alumni, granting agencies, vendors, businesses and college retirees.*

The Hocking College Foundation has undergone a major restructuring, and is in the final stages of selecting a new Executive Director. A number of new Board members have pledged to serve the Foundation and its mission to the College, and plans for an active alumni association are well under way.

*e. **To Be Addressed:** Partner with public and private granting agencies to secure new sources of funds for campus initiatives and programs.*

*f. **To Be Addressed:** Expand opportunities for students, staff and faculty to participate in service learning and civic engagement activities.*