Hocking College - OH

HLC ID 1840

STANDARD PATHWAY: Reaffirmation Review   Visit Date: 3/13/2017

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Context and Nature of Review

Visit Date

3/13/2017
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Hocking College (HC) is a public, open access, comprehensive community college located in rural Nelsonville, Ohio with a branch campus in New Lexington, Ohio (Perry Campus) and an additional location in Logan. The college was founded in 1968 as part of the Ohio Board of Regents system and has grown from 234 students in 1968 to 3,000 students today. The college is located in the Southeastern Appalachian region of Ohio, an area that has experienced significant economic challenges, including generations of poverty. The college recently (December, 2016) changed its mission statement as a means of addressing issues of regional economic depression. HC has a long history of offering career and technical programs which have grown to 49 associate degree and certificate programs today. The college offers career, transfer, and specialized industrial training programs to meet the needs of the communities it serves.

The college has been accredited by the Higher Learning Commission since 1976 and is currently on the Standard Pathway. The college also has 14 specialized accreditations for programs such as nursing, fire science, and EMT. In recent years the college has experienced significant challenges such as declining enrollment, financial deficits, questions of academic integrity, and governance issues. Commission monitoring has helped the institution begin to successfully address many of these issues. The college is currently in the Assessment Academy.

The college offers courses in several modalities including on-site, online, interactive television, and dual enrollment. The college promotes accessibility through low tuition, scholarships and financial aid, programs for high school

students, adult education, ESL classes, remedial/developmental classes, and a wide-range of student support services aimed at promoting student success.

The college is an integral part of community life in its service areas through its educational programs, cultural events, sports teams, programs for business/industry, partnerships with K-12 and higher education institutions, and promotion of area economic development. Community members and employers are appreciative of the programs and services the college brings to the community. Students also expressed a high level of satisfaction with the quality of the instruction and support services they receive.

Interactions with Constituencies

During the course of its visit the team met with the following groups and individuals:

Groups/Committees

Academic Affairs Committee

Academic and Student Affairs Council

Academic Support Services

Access Center

Assessment Council & Success Skills Learning Community

Board of Trustees (8 of 9 members)

Budget Advisory Council

Cabinet

Community Members

Diversity Committee

Financial Services and Operations

Open Meeting of Faculty

Open Meeting of Staff

Open Meeting of Students

The Partnership

Perry Campus

Professional Bargaining Unit

Student Success Center

<u>Individuals</u>

President

Chief of Staff

Vice President Academic & Student Affairs

Vice President Financial Services & Chief Financial Officer

Vice President Chief Operating Officer & Associate Chief Financial Officer

Vice President Enrollment Services

Associate Vice President of Human Resources, Diversity, Campus Relations, and Title IX Coordinator

Chief Information Officer

Registrar

Private Consultant to the Registrar's Office

Dean Arts, Business & Sciences

Dean Health & Nursing

Dean School of Natural Resources

Executive Director Financial Planning

Director Institute for Social & Economic Advancement

Director of Institutional Effectiveness and Planning

Director Co-Curricular Activities

Director Academic Success Center

Director Perry Campus

Director Residence Life & Student Conduct

Librarian

Athletic Director

Assistant Athletic Director

Enrollment Manager

HC Police Chief

Commander Public Safety

Controller/Assistant Treasurer

Student Financial Aid Representative

Various Academic Department Chairs

Additional Documents

Additional Syllabi: ACC1101 Accounting I; ENGL1510-500 English Comp I with Research (online); ENGL1510 English Comp I with Research; ARCH2280-500 Introduction to Cultural Anthropology; ARCH2280-011 Cultural Anthropology; PSYC2152 Abnormal Psychology; BIOS1104 Marine Ecology-Bahamas; ECO1100 Introduction to Eco-tourism & Adventure Travel

Reviewed random transcripts for full-time (10) and adjunct faculty (13)

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

Hocking College began a review of its mission statement as part of its preparation for the development of its 2017-2022 strategic plan. Initially, the college reviewed previous plans and mission documents. Surveys of various institutional constituencies, including 500 students and nearly 300 HC employees and community leaders provided input into the process. The colleges's shared governance committee, the partnership, helped draft the new mission after several iterations and input from the Board of Trustees (BOT). The resulting new mission statement was adopted by the BOT on December 13, 2016 as reflected in the HC Policy Manual/Board Governance, Policy Number 1.01 and Resolution # 2017-05 - Board Governance Policies. The recently adopted mission states: *We serve as a pathway to prosperity, teaching and inspiring all who seek to learn; growing careers and changing lives.* The mission statement is further explicated through a variety of mission documents: vision, college values, and purposes. In addition, the college adopted a statement of the college's commitment to diversity. Five strategic priorities and a strategic plan flow from the mission documents.

The BOT and HC employees expressed to the team that it was their collective intention to reflect in the mission statement a commitment to provide an opportunity for those experiencing generational poverty in the Appalachian region of southeastern Ohio to pursue and attain a pathway to prosperity and success. This pathway was to be affordable to students and their families and inspirational to all. This goal is clearly articulated in HC's mission documents.

HC offers a variety of certificate and associate degree programs to enable students to prepare for an immediate career upon graduation or pursue higher education and achieve a pathway to prosperity. Career programs in criminal justice, hospitality services/culinary arts, nursing and allied health,

heavy equipment, opticianry, and others, along with college transfer programs, allow students to prepare for successful careers that will change lives and help lead them to prosperity.

An array of student support services helps students achieve success such as career counseling, academic advising, tutoring, information resources, disability resources, critical care for those in danger of dropping out, financial aid, TRIO, and others. In addition, the college has reasonable tuition ($154 per semester hour) and provides opportunities for financial aid assistance to help students afford the opportunity to pursue their educational goals.

HC's planning and budgeting priorities align with its mission documents. The college's planning and budgeting processes require that employees tie budget items and requests to the college's strategic priorities that flow from the statements of mission, vision, values, and purposes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The college's mission documents are publicly articulated in a variety of formats including the institution's catalog, website, college newsletter, strategic action plan, handbooks, BOT minutes, and a variety of institutional publications. College employees, students, and the public have clear and ready access to HC's mission, vision, values, purposes, and strategic priorities. In addition, posters in classrooms, residence halls and the student center display the college's new mission. In many instances, the team observed the mission statement artfully drawn on the walls of classrooms to clearly communicate to students and faculty alike the fundamental mission of the college. The mission is clearly displayed at all college sites, including the main campus and the Perry Campus visited by the team.

The mission statement is current and was adopted by the BOT on December 13, 2016 after an inclusive process involving community, students, faculty, staff and Board members. The mission statement is further explicated in such mission documents as values, purposes, and strategic priorities. These additional documents articulate the institution's commitment to excellence in education, accessibility and completion, diversity and inclusion, economic development, responsive and relevant programming, technical career preparation and enhancement, general education, transfer education, college readiness, lifelong learning, and co-curricular learning. The college's strategic plan and six year capital plan are designed to implement these mission documents by providing a pathway to employment and transfer opportunities while promoting lifelong learning, global awareness and diversity, serving the public, and promoting economic development in an environment of ongoing improvement and innovation. Strategic priorities developed after several months of input and discussion include the following: (1) Teaching and Learning/Graduating Citizens of the World; (2) Regional Development for Prosperity; (3) Fostering a Culture of Shared Responsibility and Accountability; (4) Engagement and Enrollment Optimization; and (5) Sharing Our Story.

The president's cabinet meets weekly to solicit college-wide input through surveys and the college's shared governance processes for the purposes of evaluating and reviewing strategic ideas and

ensuring that college initiatives are mission-driven and fit within the strategic priorities identified by the college. Budget allocations are tied to the strategic priorities identified by the college.

Mission documents identify the nature, scope, and intended constituents of HC's programs and services. Mission documents express a commitment to general education and transfer programs, technical career and enhancement programs, college readiness, and lifelong learning. A review of college curriculum and practices shows a commitment to fulfilling these program efforts. For example, the college's placement efforts help assure that students are placed into the appropriate level course--including, college preparatory courses. Study skills and strategies are offered along with the services of the student success center to help ensure the success of students. A general education program provides the basis for helping students achieve the college's articulated learning outcomes expected for all educated learners. Transfer and career programs are designed for ease of transfer and to meet the needs of employers in the community. Ongoing learning opportunities are offered for the general public to promote life-long learning and to enhance specific career and technical skills needed by employers.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

The college has expressed a commitment to its role in a multicultural society as a fundamental value in several important institutional documents. For example, the college's statement of core values addresses "diversity and inclusion" by stating: "We commit Hocking College as a place of belonging where all people feel welcome and included. We celebrate and learn from the culture and ethnicities of the world. . ." Separately, the college's "Commitment to Diversity" document states that the college "is enriched by the students, faculty and staff who bring diverse experiences and background to our campus." The document goes on to articulate that "students learn better in a diverse educational environment, and are better prepared to become active participants in a global society. . . commitment to diversity is made visible through celebration, opportunities for introspection and artistic expression. It is a commitment that never ends, an open and ongoing dedication to creating an environment within which all individuals are included, feel safe, valued and welcome." In addition, an educator's code of conduct at Hocking expresses a written pledge from faculty to "create a learning environment that is safe, positive, and free of inappropriate professional conduct." Students also have a similar code of conduct. Team conversations with students, employees, administration, and the BOT confirm that the institution understands and addresses its role in a multicultural society.

The college reports that it has "continually strived to increase the diversity of faculty, staff, and students." The evidence demonstrates that the institution has made progress in this effort. For example, the Black/African-American student population has increased from 3.4% of the student body in fall 2014 to 11.6% in fall 2016. In actual numbers this is an increase from 119 to 342 students. Other diverse populations have generally remained consistent or seen slight increases during that time period. The college attributes some of its success to the addition of intercollegiate athletics. The college is now a member of the National Junior College Athletic Association and offers competition in basketball, football, volleyball, and archery. In addition, although it is early in the college's experience with an increased diverse population, anecdotal evidence offered by the college suggests that the college is enjoying success in retaining these students. Athletic directors have worked closely with diverse students helping them in a variety of factors impacting success, both personal and academic. Often the athletic directors have worked one-on-one with students and expressed to the HLC team that athletics offers "the perfect setting to help students feel success." Students participating in the intercollegiate athletics program are also required to spend at least seven hours per week in the success center. HC has expanded its efforts to increase its enrollment of all minority students. The college's admission's office has joined Educators Committed to Helping

Hispanics Onward (ECHHO) to promote opportunities for Hispanic students at a variety of college fairs. Hocking has developed more inclusive marketing materials and improved its recruiting efforts in diverse markets as part of its ongoing efforts to increase diversity. In addition, the college is in the midst of its efforts to improve recruitment of a more diverse faculty, staff, and administration through recruitment in more diverse markets.

 The college has also engaged in efforts to incorporate diversity and global awareness into its curriculum. For example, HC's general education learning outcomes, "Success Skills," include a specific outcome for "community, cultural, and global awareness," that is introduced, reinforced, and assessed in every program across the college. These efforts are reinforced through student diversity clubs and organizations and the development of more coursework in cultural diversity such as anthropology, sociology, cross cultural studies, and addiction studies. The college has also partnered with the GED/ABLE program to provide a certificate focusing on employability skills. The college's arts and sciences division provides English as a Second Language classes to help build effective bridges to college-level instruction. Learning day activities, including panel discussions on multicultural issues have been implemented and there are plans to expand this effort.   The college has developed a plan to expand diversity training in its general education curriculum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

The college has a long history of serving the public good through its service to the Appalachian region of southeastern Ohio by providing affordable education and promoting economic development in the region. The college has impacted the local and regional economy positively in several ways: (1) HC's 300 employees and the college's capital expenditures are expended in the local community; (2) students, residential and commuter, spend money locally; and (3) the college reports that a majority of its graduates live within a 50 mile radius of the college.

The recent opening of the Workforce Development and Training Center (WDTC) will provide customized training to local employers and provide short-term training for job readiness. This facility should help develop the institution's capacity to meet the technology, training, continuing education, and conference space needs of local companies and small businesses. The facility should also enhance the skills of the current labor force.

The college received a 2016 Appalachian Regional Commission grant to promote workforce training. The college is planning to offer new programs in advanced welding, commercial driving, solar technology, petroleum technology, and automotive technology. The college has identified these as high demand occupations which should help provide a pathway to prosperity and upward mobility for its students, consistent with its mission documents.

HC is a public institution and has no stockholders, investors, or parent organization. The college is accountable to taxpayers, students, and the community.

The college has engaged with its external constituencies and communities to identify and address their needs in accord with its mission. First, HC's mission documents include a "commitment to community" and "enhanc[ing] the economic vitality of the community." Second, the college solicits input through cyclical environmental scanning, assessment, evaluation and discussions with employers, employees, government officials, and other educational institutions. One formalized process the college has for ongoing feedback to help maintain and advance career programs is the advisory committee for each of the technical programs. Advisory committee members have three

major responsibilities: advising, assisting, and advocating for quality professional-technical programs. Members are drawn from the respective fields in which graduates are likely to work. They provide input into curriculum development and help faculty and administration keep abreast of local and national changes in the workplace. Programmatic and regional accreditation also provide avenues for feedback to help the institution meet the needs of its constituencies. Finally, the college has incorporated this feedback into its strategic plan to address the needs of its students and communities.

The college has also served its constituencies through participation in and/or sponsorship of the following: local chambers of commerce, music festivals, golf tournaments, disaster location for the Red Cross, AmeriCorps, HC Energy Institute, office of educational outreach, Skills USA, Project Lead the Way, health fairs, dual enrollment/PSEO partnerships, K-12 partnerships, facility utilization by external organizations, ESL and developmental education, various clubs and organizations, just to name a few. The college understands and works to meet its public responsibility consistent with its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

Hocking's mission as a public, comprehensive, open-access, community college "serving as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives," is broadly understood and embraced by students, faculty, staff, administrators, the BOT and the community. Comprehensive student support services foster the college's efforts to achieve its mission. HC's mission, vision, values, purposes, strategic priorities and strategic plan are congruent with each other and appropriate to a community college. The college's budgetary processes are inclusive and tie budget allocations to strategic planning initiatives.

The institution's mission documents are contained in the college catalog, handbooks, and other institutional publications. In addition, HC's mission documents and strategic plan are available on the college's website. Posters displaying the mission are seen across the campuses, including residence halls and many classrooms and common areas have the mission artfully drawn on a wall. The mission statement is current, having been adopted by the BOT on December 16. 2016 after an iterative process that included students, faculty and staff, community, and the Board.

The college has demonstrated that it understands its role in a multicultural society and engages in activities which reflect its attention to human diversity. The college is incorporating understanding of diversity and global awareness across its curriculum as is reflected in a review of general education syllabi. The college's new mission documents express a commitment to "diversity and inclusion" as part of its college values. The HC Commitment to Diversity statement further explicates the institution's efforts to promote a diverse and inclusive environment.

The college has made progress in expanding the diversity of its student body. The percent of African-American students increased from 3.4% of the student population to 11.6% from fall 2014 to fall 2016. This increase in minority enrollment follows the college's decision to bring intercollegiate athletics to Hocking. At present, this effort appears to be working well. The college has also expanded its recruiting efforts to increase the diversity of its student body. The team encourages institutional efforts to increase diversity among both its students and employees.

The college has demonstrated its commitment to the public good through its efforts to include community members to serve on advisory boards, offering adult education and ESL courses, offering dual enrollment/PSEO classes, partnering with local businesses, K-12 and university partnerships, and offering a variety of cultural and educational programs to the community.

Criterion One is met.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Hocking College has in place the policies necessary to ensure that the college operates with financial integrity. HC completes annual audits as part of its compliance with fiscal oversight. The annual audit for fiscal year 2016 provides a review of financial statements as well as federal awards such as Title IV aid. According to the summary of auditor's report (p. 50), the college received an "unmodified" report, meaning there were no material findings, for both sections.

Additionally, the BOT has a budget and finance committee which is a standing committee composed of members of the Board charged with advising the Board concerning the financial affairs of the college. A review of Board agendas confirms a regular agenda item for reports from the budget committee. An example from the September 2015 minutes provides documentation of the budget committee providing a report regarding Ohio House Bill 64 which requires a reduction of the student cost of earning a degree by five percent. The Board was asked to review and approve resolution 2016-2 related to this matter. The agenda reflects this item was passed unanimously.

Hocking has appropriate policies and procedures in place to operate with integrity on academic and personnel functions. An example of this includes the newly designed and implemented registrar policy and procedure manual. The policies, procedures, and accompanying manual were produced to address the prior issue of inappropriate awarding of degrees. This manual is comprehensive and covers topics such as accepting transfer credit, course substitutions, credit by examination, graduation, and much more.

Other examples of policies that address personnel functions include the Board's conflict of interest policy/procedure which addresses the states ethics laws, working outside of the college, and use of college resources. Further, there is a copyright policy that defines copyright rights of campus stakeholders and expectations for not infringing upon copyrights. The employee handbook covers topics including the Ohio Code of Ethics laws (p. 28), conflict of interest (p. 28-30), nepotism (p. 30), and acceptable use of computing and information technology resources (pp. 31-35). A review of the "Herald" employee newsletter provided evidence that all employees were provided the required

training on the Ohio ethics laws during the January 2017 start-up week.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Hocking uses a number of methods to present itself clearly and completely to students and other stakeholders. The college noted in the assurance argument that its web site clearly communicates to both students and public the programs, requirements, tuition and fees, and its accreditation status. A review of the college's website confirms that academic program information is readily available. Each program webpage contains an overview of the program, outcomes, a curriculum guide, and career information. For programs that have program specific accreditation, that information is contained on the program web page as well. Further, tuition, fees, room and board charges are readily available on the college website. In addition, gainful employment data and HLC accreditation information is available on the "About Hocking College" portion of the college web page.

A review of documents used by the admissions staff for prospective students confirms the college provides information about cost, program requirements, and specialized accreditation relations. Specific documents reviewed include the 2015-16 School of Health & Safety Medical Records/Health Information Management admission brochure. This document provides an overview of the program, program outcomes, an overview of the curriculum, and specialized accreditation information.

Events such "Discover Hocking" and "Quickstart" also introduce students to college programs, services, and costs. Students meet faculty members who become their mentors and academic advisors. The advisors keep students up-to-date on a regular basis regarding matters which may impact students such as degree audits, counseling and support services, and the importance of regular attendance and out-of-class study.

The campus-wide newsletter, *The Herald,* is a new instrument used to keep faculty, staff, and students informed about current developments at the college. Weekly open meetings with employees allow for improved communication between the president and employees. Meetings are followed-up with a summary email to all employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

The Hocking College Board of Trustees is a nine member board (BOT) charged with the responsibility and authority to govern and oversee the leadership and management of the college in accord with the by-laws of the BOT and consistent with local, state, and national laws. Six members of the board are chosen from local school districts and three are appointed by the governor. This process helps ensure that the counties served by the college are represented on the Board. Trustees serve a three year term although no more than two trustees shall have a term expiring in any one year. The team met with eight members of the BOT who were all knowledgeable, competent, and dedicated to the mission of the institution.

Board members receive Ohio Ethics Law training annually. In addition, the BOT participates in regular professional development with the Association of Community College Trustees: annual conference, Governance Leadership Institute, and consulting on hiring and evaluating the new president, including an annual self-evaluation of the Board. It is evident to the team that the Board is committed to ongoing self-improvement.

The BOT is governed by a set of by-laws and has an executive committee which serves as a sounding board for management on emerging issues, problems, and initiatives facing the institution. Standing committees (budget and finance, academic and student affairs, facilities management, and human resources) study, review, and make recommendations on important issues facing the Board.

Policy Number 1.0 of the BOT's policy manual states that he Board "operates under Policy Governance." In Policy 1.08 the Board "delegates to the President of the College, the authority to conduct the daily operations of the college . . ." Team conversations with the Board indicated that Board members understand their role as policy makers and stewards of institutional funds and not as managers of the daily activities of the college. Specifically, the team asked Board members how they would respond to constituents' requests to address specific operational issues at the institution. All

Board members indicated that it was the responsibility of the president and her staff to address these daily issues and not the purview of the Board. Board members stated to the team that the would direct the matter to the college president. The Board expressed strong support for the current president.

The BOT has adopted a conflict of interest policy (Policy Number 1.04) which defines what constitutes a conflict of interest and the duties and responsibilities of Board members and officers. The policy further identifies prohibited actions and transactions and articulates the required actions of Board members upon learning of a possible conflict of interest. The policy is consistent with what would be expected of board members at a regionally accredited institution of higher education.

The BOT has an up to date statement of by-laws and a current "Policy Manual Board Governance." Both have been updated within the past year.

The powers and duties of the BOT are what would typically be expected of a public two-year community college and include the following as examples of the Board's powers and duties: appoint the president; conduct an annual evaluation of the president; delegate authority to the president for the daily operations of the college; approve an annual budget; adopt and give oversight to policies for the safe and effective operation of the college; ensure facilities are maintained and adequate; establish and deactivate programs upon recommendation of the president and approval of the Ohio Department of Higher Education; and designate official depositories for college funds; conduct an annual self-evaluation and other powers and duties as enumerated in Board bylaws. The Board commits in its policies to (1) "preserve institutional independence and defend its right to manage its own affairs" through the administrative staff; (2) enhance the public image of the college; (3) interpret the community to the campus and vice versa; (4) nurture the college to achieve its full potential; and (5) insist on clarity of focus and mission of the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Hocking College's academic freedom policy is consistent with faculty freedom of expression and the right of academic freedom. Faculty stated to the team that the environment at the college fosters freedom of expression and the pursuit of truth in teaching and learning through various systems and resources that encourage lifelong learning and self-discovery. This commitment is reinforced by HC's Educators' Code of Ethics in which faculty "pledge to teach truthfully, honestly represent our subject matter, and to keep our skill level and knowledge current." The college's "instructor master job description" provides instructors the opportunity to develop course content as they deem appropriate to meet the learning outcomes for the course. Academic freedom is understood by faculty as the "particular freedom of scholars, teachers, and students within the college to pursue knowledge, speak, write, and follow the life of the mind without unreasonable restriction." This commitment to academic freedom is articulated in the faculty contract.

The college has an academic affairs committee with the stated purpose of "enhancing the quality of academic programs, considering new academic programs and significant modification in existing academic programs, program review evaluation policy, and policy/procedure development/revisions." Committee membership has representation from various academic disciplines and the team meeting with the academic affairs committee included six faculty representatives along with department chairs and academic deans. Faculty have responsibility for curricular modifications and have oversight of the curriculum.

The current Hocking president has implemented weekly "communication" meetings that all employees are encouraged to attend. Information about college happenings is presented at these meetings. A review of a summary email from the January 19, 2017 meeting indicated that broad information about the college is shared at these meetings. Additionally, the president created the partnership, which consists of representatives from a variety of college constituencies, to foster inclusion and transparency in operations. Discussions with employee groups and campus committees about these initiatives were positive and faculty and staff stated that both the weekly communications meetings and the partnership have improved campus understanding about college priorities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

The college ensures the integrity of research and scholarly practice of faculty, staff and students through various policies such as copyright and academic honesty. Hocking offers staff and faculty guidance in the ethical use of information resources through the copyright policy and the acceptable use of computing and information technology resources policy contained in the employee handbook and the administrative policy manual.

To ensure integrity of research, Hocking has a "research participation/institutional review board" policy and procedure contained in the administrative policy manual (p. 79). The policy is designed to protect the interests/safety of those who may participate in research conducted by internal or external researchers.

HC has policies on academic honesty and integrity. Students are made aware of these policies and procedures through the student code of conduct. Additionally, the academic honesty policy and consequences for violation are included in the standard course syllabus used by all faculty. Further, the residence hall handbook contains the "notice to students of claimed infringement' which provides information about illegal downloading or sharing of copyrighted materials and the related consequences. A review of documents confirmed these policies/procedures are indeed included within the identified documents.

HC's general education skills--"maintains professional skills and attitudes" and "maintains a code of ethics"--help students learn the ethical use of information. Students in composition, speech, and other success skills classes receive instruction in the appropriate presentation and documentation of research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

HC has the necessary policies in place to ensure that it operates with financial integrity. The college has an external audit of all financials and resources conducted on an annual basis. The most recent audit (2016) resulted in an unqualified opinion for the college. The BOT has a budget and finance committee to provide effective oversight of the institution's finances.

Appropriate policies and procedures are in place to ensure the institution operates with integrity on academic and personnel functions. Of particular note, a newly developed policy manual for the registrar's office helps ensure that degrees are awarded in accord with written, documented college policies. Other policies such as conflict of interest policies and the copyright policy help maintain integrity for those areas. Staff, faculty, and student handbooks communicate these policies.

A review of institutional publications, including the Hocking website, indicate that the college clearly and completely presents itself to students and the public. These publications identify academic programs, learning outcomes, regional and specialized accreditations, tuition, fees, room and board, and gainful employment information.

The college's nine member BOT consists of public members--three appointed by the governor and six elected from secondary districts served by the college. The Board is governed by a set of by-laws with a committee structure to effectively provide oversight for the institution. The BOT understands its role as a policy-setting body and delegates the daily operation of the college to the president. The Board regularly engages in professional development activities and appears competent and committed to provide oversight and strategic leadership for the college.

Hocking adheres to the principles and tenets of academic freedom as articulated in the faculty master contract, job description, and educator's code of ethics. Faculty have responsibility for developing and overseeing curriculum.

Finally, the college has policies to ensure the integrity of research and scholarly practice of faculty, staff, and students.

Criterion Two is met.

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

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

HC's offers 49 programs of study for students to pursue. The programs are described in the 2016-2017 college catalog. HC utilizes multiple mechanisms to ensure the currency of programs. Each program utilizes advisory boards to help guide program curriculum by providing updates for industry standards and trends in the local job market. The meeting minutes for advisory boards are archived in the college intranet. Faculty report collaborating with advisory committees on a frequent basis to maintain the currency of their programs.

HC demonstrates currency of some of its programs by maintaining the specialized accreditation required for them. The 2016-2017 college catalog lists 14 programs, including nursing and fire and emergency services, that require specialized accreditation. The team was shown letters from the various specialized accreditors indicating that the programs are in good standing. This information is available on the college website on each of the programs' web pages.

The success rates of students on licensure exams shows that HC programs require appropriate levels of performance from students. For example, the RN program scored a 95.6% pass rate on the National Council Licensure Exam (NLCLEX) during 2016. This compares to a state average of 79.2% and a national average of 83.6%. During the same year the Basic EMT and the Fire classes had a 100% pass rate for their respective national licensure exams.

HC has a defined process for articulating learning goals to students. An outcomes based education (OBE) process is used to construct program outcomes. During the course of this process faculty, administrators and advisory boards work together to construct the program learning outcomes. Faculty report that the process is effective in maintaining the currency of their programs. The

outcomes are then clearly articulated to students on the college website. Each program at HC has a web page that articulates the program's learning outcomes and the course curriculum associated with the program. In addition, each page articulates the program's purpose and the occupational profiles associated with it.

A random selection of ten syllabi from the spring 17 schedule show that the course level learning objectives are articulated on each syllabus. Six of the syllabi link the course outcomes with the program level outcomes addressed in the course. The college website has a page for course outlines; however, the list is incomplete and ends in 2014. The college is completing this effort as part of its activities in the HLC Assessment Academy.

To maintain program quality and consistency all faculty at HC teaching the same course utilize a common course syllabus whether they are teaching on the main campus, another location, dual enrollment or online. Regardless of modality each faculty member delivers the same course content and assesses the same learning outcomes.

HC uses interactive video distance learning (IVDL) rooms to deliver courses to the Nelsonville and Perry campuses as well as the Logan educational site. Students at the Perry campus expressed concerns to the team about the sound and picture quality of IVDL transmissions. This issue is more fully addressed in Core Component 5A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

The general education program at HC is appropriate to the mission, educational offerings, and degree levels of the institution. Teaching and inspiring all who seek to learn is the educational mission at HC. One of HC's strategic goals is to "provide broad opportunities in education and training options to assist students in meeting their educational goals for both degree-seeking students and the region's incumbent workforce." All of the programs at HC, whether a technical program or an associate's liberal arts degree, require some foundation of general education coursework. Students in transfer programs select general education courses that are part of the Ohio Transfer Module, which meets the guidelines of the Ohio Department of Higher Education.

HC clearly articulates the mission and purposes of the institution in the 2016-2017 college catalog. The college clearly identifies providing general education as one of the purposes of the institution. HC states in its purposes: "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." HC makes a clear statement to students and the community that general education plays a fundamental role in the education of students regardless of degree program.

HC articulates the purpose and learning outcomes of its general education program. The general education program has been in place since the early 1990's. HC's general education program, referred to as "success skills," includes learning outcomes such as communicate effectively, demonstrate math skills, demonstrate knowledge of science and the environment, demonstrate learning, critical thinking,

and problem solving skills, maintain professional skills and attitudes, practice human relation skills, demonstrate community, cultural and global awareness and maintain a code of ethics. Conversations with faculty and staff demonstrate a robust knowledge of and support for the success skills component of the college curriculum.

HC clearly articulates how the success skills are included in its program. HC published course outlines of its courses on the college website through the Spring 2014 semester. Perusal of a selection of course outlines shows that most courses articulate the success skills addressed in that particular course. Some program reviews, such as the review for business management, include a success skills matrix that links the courses in the program with the success skills outcomes.

Demonstrates learning, critical thinking, and problem solving skills is one of the success skills outcomes at HC. This outcome is designed to engage students in collecting, analyzing, and communicating information and in developing skills adaptable to changing environment. As an example of how this outcome is addressed, all students are required to complete English Composition I as part of an associate degree. During this course the success skill identified above is addressed and students are assessed on the outcome using a research essay graded by a common rubric. As detailed in its plan for the assessment of student academic achievement HC plans to begin assessing two or three of its success skills on an annual basis.

HC expresses a commitment to value the human and cultural diversity of the world in which students live and work. HC includes a commitment to diversity section in its 2016-2017 college catalog. In part, the section reads "the mission of Hocking College is immeasurably enriched by the students, faculty and staff who bring diverse experiences and backgrounds to our campus." HC expresses a commitment to diversity in its institutional values. This value, as articulated in the 2016-2017 college catalog, reads in part "We celebrate and learn from the cultures and ethnicities of the world, with a commitment to a respectfulness for all individuals, including those of all races, religions, sexes, ages, orientations, ideologies and physical challenges." HC blends its commitment to diversity into the college curriculum by including "demonstrate community, cultural and global awareness" as one of its success skills outcomes. Including this value into the general education program is designed to ensure that students, regardless of program, will be engaged in learning to understand and value diversity. A wide variety of courses, including general sociology, world literature, introduction to ethics, introduction to world religion and environmental ethics address and assess this success skill. Co-curricular activities such as the culture and language club, campus ministries and the rainbow alliance engage students in addressing diversity.

Students at HC contribute to scholarship as appropriate to their programs and the institution's mission. HC offers technical and associate degree programs that engage students in different ways. A selection of examples includes the following: The early childhood education program includes practicum field experiences that engage students in local schools and early learning centers. Music production students perform on campus and serve as interns at local concert venues. Forest management students manage invasive species throughout the college's forests to maintain the health of the forest. Ecotourism and adventure travel students are engaged in service learning projects at the ForFar Field Station in Andros Island, Bahamas.

 Faculty at HC contribute to scholarship as appropriate to their programs and the institution's mission. As a two year college HC's faculty are primarily engaged in teaching and advising. Both faculty and students report a high level of academic engagement with each other. HC's faculty also engage in creative endeavors outside of the classroom. Examples of this would include a culinary arts faculty member serving as the keynote speaker at the 2016 southwest Ohio farm to school conference. An addiction counseling faculty was the featured speaker at the Vinton County alcohol

and drug prevention task force meeting. Chefs from HC have travelled to Montego Bay, Jamaica to speak and judge and the annual taste of Jamaica competition.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met With Concerns

Evidence

HC has 89 full time faculty and 100 adjuncts with a student-to-faculty ratio of 23:1, higher than the national average of 18:1. Each faculty member is also charged with advising 30 undergraduate students each year. Nevertheless, students express a high level of satisfaction with the faculty. Students stated to the team that faculty members are willing and able to help them with whatever their need is. This was true at both the main campus in Nelsonville and the Perry Campus.

HC has an academic affairs committee which has the charge of providing "guidance and recommendations on activities that support the academic mission of Hocking College." The committee is intended to function as a "consensus building advisory group" and engages in articulating the academic mission of the college, enhancing the quality of academic programs, considering curriculum modifications and additions, program review evaluation, policy/procedure development, and promoting faculty development and other faculty priorities. Membership includes the vice president of academic and student affairs, academic deans and department chairs, college registrar, and faculty. Committee members appeared to be active and enthused in their participation. The committee conducts regular meetings with an agenda and minutes of meetings are maintained. Faculty members may request items be placed on the agenda. Faculty stated they are involved in the development of and have oversight over the curriculum; however, they were unclear about how curriculum is officially approved. The team could not find evidence of an official step-by-step written procedure for developing and approving curriculum. Team discussions with the academic affairs committee indicated confusion among committee members about the role of the committee, especially

as it relates to other committees and governance structures within the institution. Although there is a written charge for the committee, specific procedures/processes for accomplishing its charge are lacking. Also lacking is a clear delineation of the inter-relatedness of committees and governance structures at Hocking. Written procedures and processes would help the institution resolve the confusion and provide clarity and consistency for further actions. This effort should further enhance the role of faculty.

Faculty express satisfaction and involvement with assessment at HC. In Spring 2015 HC joined the HLC Assessment Academy with the goal of implementing its plan for the assessment of student academic performance. By Spring 2016 HC had begun incorporating LiveText as its data collection and analytic tool. Faculty report seeing a positive tangible outcome of the assessment process in their respective programs.

Team members analyzed ten randomly selected transcripts of full time faculty. Two of the faculty members do not have a master's degree of any kind but are teaching in a field for which one is available. One math faculty member has a masters of education but only seven credits in mathematics. The team also analyzed 13 randomly selected transcripts of adjunct faculty. Three of the faculty members are teaching math with some type of masters of education degree; however, they do not have 18 credits of graduate level mathematics. Two faculty lack master's degrees but are teaching in fields for which one is available. A faculty member with a masters in communication is teaching English despite no graduate credits in the field. A psychology faculty member is listed as having a PhD in the field; however, no transcript was provided from the school listed. A nursing instructor is listed as having a MSN; however, no transcript from the listed school was provided. The institution reports in its assurance argument that the credentialing committee is responsible for reviewing and vetting all faculty credentials, including potential new-hire faculty prior to hiring, to determine appropriateness of qualifications and that the dean for community outreach & workforce development works with the appropriate dean or department chair and chief academic officer to ensure that each high school College Credit Plus teacher meets qualifications and to assure that the college maintains files that contain evidence of those qualifications along with resume and college transcript(s). However, administrators and faculty report that credentialing is completed by department chairs, who are not faculty. The role of faculty in credentialing is not clear as no evidence of a documented procedure for the process was found. This issue is also addressed in Core Component 4A.

HC does not have well-defined policies, procedures and documentation that demonstrates how tested experience is used to determine minimal faculty qualifications. An instructor in a technical program has an associate's degree in the field that they are teaching; however, there is no explanation of how they were credentialed for tested experience to meet the minimum qualifications of faculty. The team was unable to find a policy or procedure for using tested experience to determine minimal faculty qualifications. HC estimates that 30% of its dual enrollment faculty do not meet minimum qualifications. The team was provided with education plans for these faculty members. The education plans include, the degree the faculty member intends pursue, the university that they are planning to attend and the estimated timeline for completion. HLC has granted HC an extension to bring its dual enrollment faculty in compliance.

Faculty at HC are evaluated regularly using the procedure outlined in the professional bargaining unit contract. Faculty are evaluated by their immediate supervisor twice during their first year of employment. After their first year faculty are evaluated once a year for three years and then every three years after that. Department chairs and faculty report that the procedure is followed.

The team found no evidence that HC has a defined procedure for approving the expenditure of

professional growth funds. Some faculty reported financial support for professional development activities such as attending the HLC conference, math and art conferences. Other faculty report a lack of support for professional development. The team was unable to find a policy or procedure for applying for professional development funds or a procedure for the approval process.

HC's faculty are accessible for student inquiry. Faculty at HC are contractually required to hold six hours of office hours each week. A tour of the campus shows that these office hours are posted on office doors and online in HC's Google calendar system. Students report that faculty are available and helpful with any issues that they might need help with even outside of defined office hours.

Staff members at HC are appropriately qualified, trained, and supported in their professional development. Before each semester all student center staff are trained on topics such as first aid, expectations, customer service, cross-cultural issues and emergency situations. All financial aid staff are members of the Ohio Association of Student Financial Aid Administrators and the Midwest Association of Student Financial Aid Administrators. Staff report attending conferences of these organizations and then sharing their knowledge with the rest of the staff upon their return. The student success center employs tutors in many subject areas. Students support receiving substantial and valuable help from the tutors at the success center. Faculty do the bulk of academic advising at HC. Each faculty is assigned 30 students a semester to advise.

The need for an institutional review of policies and procedures is also addressed in Core Componennt 5B.

Interim Monitoring (if applicable)

A report containing a review of institutional policies and procedures, due July 2, 2018. This review should provide evidence that written policies and procedures are in place. While the report should include a review of all institutional policies and procedures, particular attention should be given to addressing the following:

- policy/procedure for curriculum development and modification, including the step-by-step process for approval and the role of the academic affairs committee;
- policy/procedure for ensuring that faculty meet at least minimum HLC credentialing requirements, including documentation;

- policies, procedures, and documentation that demonstrates how tested experience is used to determine minimal faculty qualifications in technical programs;
- policy/procedure for the award and approval of professional development funds for faculty;
- inclusion of online and hybrid courses in the college's credit hour policy as identified by the team in the review of Federal Compliance; and,
- policy/procedure for the role of faculty in the faculty credentialing process.

A focused visit on (1) the implementation of the policies and procedures as defined in the report required above with the expectation that policies and procedures are in place and being fully operational; and (2) the institution's progress in providing evidence that faculty meet the qualifications required by the Higher Learning Commission.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

The institution provides support for student learning and effective teaching. HC provides student support services suited to the needs of its student population. There are clear guides on the college website and in materials distributed to prospective students for completing the admissions process. HC provides students wrap-around support through the academic success center (ACS) which houses the library, tutoring, and accessibility services. The team tour of the ACS revealed numerous study spaces and abundance of staff to assist with various needs. There are numerous examples of HC meeting the needs of specialized student populations. TRiO – student support services and TRiO – talent search, which serve low-income and first-generation students are also housed in the ACS. Through these programs, students have access to tutoring and academic coaching. Further, according to the student athlete handbook (p. 7), student athletes are required to complete a minimum of seven hours of study time per week in the ACS. Hocking also offers a number of social, academic, and recreational clubs/organizations to meet the engagement needs of students.

HC provides for learning support and preparatory instruction to address the academic needs of its students and has a process for directing entering students to courses and programs for which the students are adequately prepared. Students are provided information about placement testing during the admission process. The placement assessment is described on page 13 of the 2016-17 catalog. Additionally, there is a clear matrix of placement scores and course placement. A review of the spring 2017 course schedule shows a number of developmental level English and mathematics courses available for students. Further, in conversations with students during the site visit, there was general agreement that placement results were accurate reflections of their respective abilities in English and mathematics. Hocking also requires all entering students to complete the Cornerstone series, which provides knowledge and information to students about important services and resources at HC.

HC provides academic advising suited to its programs and the needs of its students. At Hocking, academic advising is provided by faculty advisors. Students are assigned a faculty advisor within the student's major. During conversations with students, they reported strong satisfaction with their advisors. The students indicated they rely on their advisors not only for course selection but also for navigating the complexities of campus life, including initial resolution of student complaints. Basic information on advising responsibilities is provided to faculty in the faculty resource guide. In conversations with faculty, there was some uncertainty about the processes that are used to train faculty regarding their respective advising responsibilities and the assignment of students to advisors, especially students pursuing transfer degrees (AA, AS, Transfer module). According to the HC autumn semester demographics report there has been a growth of more than 16% from autumn 2014 through autumn 2016 in students pursing transfer programs. The institution may benefit from greater clarity of advising oversight and the assignment of advisors to faculty.

HC provides students and instructors the infrastructure and resources necessary to support effective teaching and learning. On a tour of campus the team visited classroom and science labs. Classrooms and labs were equipped with appropriate technology and resources for the respective spaces. Additionally, the college maintains a number of specialized instructional sites including, but not limited to, Robbins Crossing (a recreated Appalachian village used in the natural and historical interpretation program), the Lodge (a conference and meeting facility that houses the culinary and hotel/restaurant management programs), a fire/burn tower for the fire and emergency services program, and an equine barn and trailers for the various equine related programs/training. During the campus tour, the team visited the library which is located in the success center. The library is a small physical space with specialized publications and resources related to the various academic programs offered at Hocking. Students also have access via the college website to various research databases and online tools such as "Search Ohio." During the campus tour, it was noted that wi-fi access was recently expanded to include the student residence halls.

HC provides students guidance in the effective use of research and information resources. HC maintains an academic integrity policy within the student code of conduct. A review of the syllabus template shows that expectations for academic integrity are included in every course. During the campus tour, the academic success center staff shared information about the assistance and resources they provide students who are conducting research for papers, projects, etc.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

HC has a diverse array of co-curricular activities for students to participate in. These include the rainbow alliance, the culture and language club, campus ministries, forestry club, collegiate FFA and the accounting club. HC utilizes a smart start program conducted during the first week of classes to make students aware of the wide array of co-curricular activities available to them. In the fall of 2015 HC began both men's and women's athletics. HC fields football, basketball, cheer leading, archery and volleyball teams. Students can also participate in student government although students report a lack of understanding concerning what their student government does and the procedure for bringing their concerns to the student government.

HC offers both technical and transfer degrees. Many technical programs employ the use of advisory boards to assist program faculty with determining program goals and outcomes in order to ensure that courses and programs are aligned with industry needs. Faculty attest to the value of the advisory boards in maintaining the quality of their programs. Many of the advisory boards meeting minutes can be found in the college's intranet. The hocking college university center functions to assist students with continuing their education goals at four year institutions. Students can receive help transferring to 19 partner institutions including Capella University, the University of Idaho or the University of Rio Grande.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

HC uses multiple mechanisms to ensure the currency of programs. Programs utilize advisory boards to help faculty guide program curriculum by providing updates for industry standards and trends in the local job market. HC maintains specialized accreditation for the 14 programs that require it. Programs at HC require appropriate levels of performance by students as evidenced by the high levels of performance on national licensure exams.

HC has a defined process for articulating learning goals to students. Program outcomes are defined through a collaborative process. The outcomes are then clearly articulated to students on the college website. Each program at HC has a web page that articulates the program's learning outcomes and the course curriculum associated with the program. The syllabus for each class articulates the course level outcomes.

Faculty members have oversight of the curriculum--both in the classroom teaching and evaluation of students and in the development and modification of curriculum. The college has an academic affairs committee with a charge similar to that of a traditional curriculum committee. Although the "committee charge" is written, the step-by-step procedure for how curricular modifications or additions are approved is unclear. Also, unclear is how the academic affairs committee relates to and interacts with other shared governance committees at the institution. While there is a clear need for written policies and procedures regarding the curriculum approval process, it should be noted that there was active and robust participation on the committee.

HC uses interactive video distance learning (IVDL) rooms to deliver courses to the Nelsonville and Perry campuses as well as the Logan educational site. Students at the Perry campus expressed concern with the quality of the transmission of IVDL classes such as concerns about sound quality and pixelation.

The general education program at HC is appropriate to the mission, educational offerings, and degree levels of the institution. All of the programs at HC, whether a technical program or an associate of science liberal arts degree, require some foundation of general education coursework. HC makes a clear statement to students and the community that general education plays a fundamental role in the education of students regardless of degree program. HC articulates a commitment to diversity in multiple places in the college catalog. Diversity is blended in the curriculum as part of the general education success skills.

Faculty and students contribute to scholarship as appropriate to their programs and the institution's mission. HC offers technical and associate degree programs that engage students in different ways appropriate to their program. As a two year college HC's faculty are primarily engaged in teaching and advising. Both faculty and students report a high level of academic engagement with each other. Faculty also participate in creative endeavors outside of the classroom.

Based on HLC guidelines effective September 1, 2017, a significant number of HC's faculty are not appropriately qualified to teach the classes that they are teaching. Faculty teaching in undergraduate

programs should hold a degree at least one level above that of the program that they are teaching. If a faculty member holds a master's degree or higher in a discipline other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate hours in the discipline in which he or she is teaching. Several faculty at HC have a master's of math or science education; however, these faculty are teaching math and science classes not math education or science education. To be qualified to teach science or math classes these faculty need to have a significant number of graduate credits in math or science. For example, science or math education classes do not qualify a faculty member to teach trigonometry or general biology unless the education class is directly related to the teaching of the classes being taught. Classes in pedagogy, measurement, cultural significance of the field or curriculum do not qualify a faculty member to teach math or science classes.

HC does not have well-defined policies, procedures and documentation that demonstrate how tested experience is used to determine minimal faculty qualifications. Documented qualifications are necessary to ensure consistency and transparency in hiring and human resources policies. The faculty hiring qualifications related to tested experience should be reviewed and approved through the faculty governance process at the institution. HC is strongly encouraged to develop policies and procedures for using tested experience as a basis for determining minimally qualified faculty. In addition the institution should ensure that the transcripts for all faculty are complete. Some faculty records do not include the transcripts for the institutions from which they are listed as graduating .

Faculty reported inconsistency in the awarding of funds for professional growth. The team was unable to find a policy or procedure for applying for professional development funds or a procedure for the approval process. HC is encouraged to develop and document these processes in order to ensure consistency and transparency in the professional development process.

HC has a wide array of co-curricular activities for students to participate in and a well-designed process to make students aware of these activities at the beginning of each semester. Students expressed satisfaction and participation in most of the activities. Students did express confusion with the student government process. HC should consider developing and documenting a process that students can use to bring their concerns to the student government and subsequently to the administration.

Criterion Three is met with concerns.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met With Concerns

Evidence

The current program review process at Hocking College was adopted during the 2015-2016 academic year. The assurance argument and conversations with academic leaders reported that the process included an aggressive review rotation cycle that enabled all programs to complete the process within a two-year process. According to members of the academic affairs committee, after the two-year catch-up period, the program review cycle will be on a four-year cycle. A reporting template was developed to assist program faculty in reporting program review information, and improvements continue to be made to improve the template to include key items like cost and budget related data even as programs are just completing an initial cycle.

Although several deans and department chairs described the new process, some of the faculty appeared to be unclear about the overall process. For example, all of those interviewed were aware of the initial accelerated review cycle, but there was some discussion as to what the normal cycle would be. Academic administrators confirmed that reviews would return to a normal four-year cycle after this initial review. Although a review of the program review status sheet and completed program review templates submitted during the initial accelerated cycle provide evidence that the institution is intentional in its plans for a practice of regular program review, the new process is only in early stages of implementation and there are no documented procedures for the program review process (see evidence in Core Component 3C and 5B for further detail on the need for documented processes and procedures). It is difficult to draw the conclusion that the institution maintains a practice of program review with such limited data available this early in the process.

Hocking evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties. Evaluation tools and processes include use of the College Level Examination Program (CLEP), Advanced Placement (AP), Credit by Examination, the American Council on Education's Guide for awarding credit for military training/experience, and a prior learning portfolio process for experiential or other forms of prior learning. Additionally, quality of credit awarded through dual enrollment/College Credit Plus (CCP) is ensured through the partnership agreement, classroom observations, and communications between college representatives and CCP high school teachers. Further, HC follows the transfer policies and procedures for awarding credit established by the Ohio Department of Education. Articulation agreements are posted on the institution's website including links to search for agreements by program or by partnering institutions. Information is easy to locate and clearly articulated.

HC has policies that assure the quality of the credit it accepts in transfer as documented in the Hocking College Registrar's Policies and Procedures Manual and articulated on its website. A review of the institution's transfer policies indicated that transcripts are submitted through the records office, documented, processed by the records specialist, and sent to the registrar for review. The registrar reviews each course, determines what transfers and returns it to the records specialist for transcripting. The process aligns with the guidelines for transfer set forth in the Ohio Transfer and Articulation Policy.

HC maintains and exercises authority over the prerequisites for courses, course rigor, expectation for student learning and access to learning resources. For example, the academic affairs committee exercises and maintains authority over the prerequisites for courses with the assistance of program faculty, department chairs, and deans. Prerequisite requirements are articulated in course description area in the college catalog (pp. 139-205), on course outlines, and on Webadvisor-search for sections. Further, the academic affairs committee reviews rigor of courses and expectations for student learning through a process of curriculum review and approval of all course creations, modifications, and deletions. Many Hocking College courses follow the Ohio Department of Higher Education Articulation and Transfer Policy, providing an added level of monitoring for rigor (college catalog, p. 139-205, courses with TAG/OTM label).

The college adheres to the standards set by the Ohio Department of Higher Education regarding the minimum academic credential for all members of faculty (full-time, adjunct, and College Credit Plus/dual enrollment). However, as stated in Core Component 3C, the sample of faculty transcripts reviewed by the team indicated a number of of current faculty would not meet the minimum academic requirements as defined in HLC's guidelines for Determining Qualified Faculty through HLC's Criteria for Accreditation and Assumed Practices that will be effective September 1, 2017. Recognizing that approximately 30 percent of its dual enrollment faculty would need additional

additional credentials to be in compliance with these guidelines, the institution requested and has been granted an extension from HLC to bring these faculty in compliance. The academic affairs committee reported that all are on a plan to complete requirements by the deadline. As reported in the institution's assurance argument, the credentialing committee is responsible for reviewing and vetting all faculty credentials, including potential new-hire faculty prior to hiring, to determine appropriateness of qualifications. For College Credit Plus/dual enrollment faculty, the dean for community outreach & workforce development works with the appropriate dean or department chair and the chief academic officer to ensure that each high school CCP teacher meets qualifications and to assure that the college maintains files that contain evidence of those qualifications along with resume and college transcript. However, as stated in Core Component 3C, no documented procedures were found.

HC participates in the Ohio Department of Higher Education College Credit Plus (CCP) program and offers two options for high school students to earn college credit. One option allows college-ready high school students take courses at a Hocking College campus (either face-to-face or online), and the other option allows high school students to receive instruction at their high school location by an appropriately credentialed high school teacher or Hocking College faculty member. For all courses offered at the high school location, the college assures that student learning outcomes, achievement, and rigor are equivalent with its higher education curriculum by requiring that the college syllabus is followed, regular classroom observations conducted by Hocking faculty and department chairs, and through discussions and professional development between high school personnel and HC observers and personnel. Further, the college works with career centers and high schools to develop bilateral articulation agreements for courses that are part of pathways in career technical programs and participates in the Ohio Department of Higher Education's Secondary Career Technical Alignment Initiative that establishes Career Technical Credit Transfer Guides (CTAGs). The CTAG process ensures alignment between technical courses and programs offered at the secondary and college levels.

Hocking currently maintains specialized accreditation for 14 of its programs. All of these programs are in good standing with their respective accrediting bodies as confirmed by reviews of the assurance argument, the college catalog (p. 9), institutional program specific webpages, and documentation provided onsite indicating standing with state agencies and accrediting bodies.

The institution evaluates the success of its graduates through advisory committee feedback, graduate survey data, transfer rates, gainful employment reports on its graduates, and trend analysis by program related to applications, yield, enrollment, completion, and job placement data provided as part of the standard program review process. Additionally, every workforce program includes practical work experiences such as practicums or internships, providing opportunities for the college to engage industry connections and obtain further feedback for improving the success of its graduates.

Interim Monitoring (if applicable)

A focused visit in three years in concert with the focused visits required for Core Components 3C, 4B, and 5B to (1) provide evidence that written procedures are in place for the program review process and (2) demonstrate that the institution is maintaining a practice of regular program reviews, including evidence that indicates it uses results for ensuring and improving the quality of its programs.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

In Spring 2015, Hocking College joined and made a four-year commitment to HLC Assessment Academy. The primary goal of the institution's Academy project was the implementation of its *Plan for the Assessment of Student Academic Achievement* that had been developed just prior to joining the Academy. Desired outcomes of the Academy project included an embedded cycle of assessment for courses, programs, co-curricular activities, and the institution; campus-wide buy-in for the assessment process; and complete integration of the institution's data collection and analytic tool, LiveText.

Upon completion of its first year in the Academy in Spring 2016, the institution had begun incorporating LiveText as its data collection and analytic tool, enabling the institution to modernize its data collection processes to further support its plans for assessment and continuous improvement. Evidence in the assurance argument and observed on-site indicates the institution is on schedule with its implementation timeline as established with the assistance of Assessment Academy mentors and for completing the goals of its Academy project.

As evidenced in the institution's *Plan for the Assessment of Student Academic Achievement,* Hocking College has a defined, regular process and cycle for assessing achievement of the learning outcomes it claims for its curricular and co-curricular programs. For curricular programs, the process includes the collection and review of program and institutional data through regular program and outcomes based education reviews, annual assessment council reviews, and annual success skills reviews. Graduate and employer surveys as well as input from advisory committees contribute to the process of assessing student achievement in success skills and program outcomes. Evidence is reviewed and reported in a department meeting with faculty, assigned supervisor, and when possible, assessment staff. The results of the meeting are reported annually using the summative self-assessment review (SSAR) form. The SSAR is then shared with advisory boards and stored in the LMS assessment page. A review of SSAR's for six programs at the time of the site visit as well as discussions with faculty provided evidence of the institution's commitment to assessment processes for curricular programs.

While the college has made some progress in the assessment of co-curricular programs, this process is still in preliminary stages. For example, the institution indicated to the team that they are in the process of developing co-curricular outcomes following a linear model involving creation of a matrix showing how co-curricular and success skills outcomes are assessed for each co-curricular activity. Institutional rubrics for success skills outcomes have already been developed and will be used by the co-curricular advisor to evaluate the co-curricular activities. Once co-curricular outcomes are identified, rubrics will be developed and applied by the co-curricular advisors in the same way. As articulated in the institution's *Plan for the Assessment of Student Academic Achievement*, the co-curricular assessment will follow the same processes and cycle for the collection and review as the academic areas, with annual reporting of results using a co-curricular engagement report (CCER) form similar to the SSAR form used for reporting curricular assessment.

Although HC reported a long history of systematically gathering evidence, analyzing the data, and making changes to curriculum, instruction, and assessment, the institution made a commitment to make major changes in some of its processes in order to meet the assessment and improvement needs of the college. The institution's current involvement with the HLC Assessment Academy assisted them with developing a vision and path forward as described in the assurance argument.

Part of this path forward, is in the process of a phased integration of the success skills and program outcomes using the LiveText platform. In the first round during spring 2016, success skills, *Communicates Effectively* and *Maintains Professional Skills and Attitudes*, were successfully reincorporated and summatively assessed in programs throughout the institution. According to the institution's timeline, complete integration of all institutional and program outcomes will be accomplished by fall, 2017.

As indicated in Core Component 4A, the current program review process at the college was adopted during the 2015-2016 academic year. A very aggressive schedule for program review was implemented to enable all programs to complete the process within a two-year process. The program review documents completed during this time frame are housed in the institution's learning management system (LMS). Four times a year (assessment day in the autumn semester, autumn and spring start week, and spring development week), faculty members in every program meet to analyze assessment data from the previous academic term/year and to discuss changes in curriculum and instruction, and to propose changes to address weaknesses or areas of concern exposed by the assessments. However, Hocking is in the early stages of implementing its new assessment and program review processes, so not all assessment data will be available until fall 2018. As a result, outcomes data is limited.

Hocking College's processes and methodologies to assess student learning reflect good practice, including the substantial participation and action from faculty and all stakeholders in the college. Examples include the institution's four-year commitment to the HLC Assessment Academy, the institution's dedication of time each academic year to assessment work to allow faculty and staff to complete assessment work within the normal calendar to reduce the need for work to be completed outside of regularly scheduled work time, inclusion of faculty in the assessment council and success skills learning community, and involving faculty in every stage of the assessment process.

Other examples of good practice include communication of assessment information through the *Measuring Stick* newsletter and utilizing the council assessment review for providing feedback to programs and for formalizing reporting to stakeholders in the college community. An assessment review is conducted by the assessment council on a 3 – 5 year rotation following the annual submission of the SSAR as described in the institution's assessment plan.

As noted in the team's review of Federal Compliance, student outcome data is not published on the institution's website. A search of the website found an assessment plan, but no institutional reporting of outcome data beyond Title IV reporting, with the exception of CCSSE data. A sampling of programs found RN-NCLEX pass rates on the nursing web page, but other programs only listed program outcomes with no accompanying data. It should be noted that the institution responded to a request for additional information for Federal Compliance by noting that the college planned future publication of student outcome data by fall 2018 as a result of their participation in the HLC Assessment Academy.

Interim Monitoring (if applicable)

A report, combined with the report required in Core Component 3C, due July 2, 2018 that should provide evidence that the institution makes student outcome data available on its website (as noted by the team in its review of Federal Compliance).

A focused visit in three years in concert with the focused visits required for Core Components 3C, 4A, and 5B to evaluate the college's progress in implementing the *Hocking College Plan for the Assessment of Student Academic Achievement.* The college must provide evidence demonstrating (1) that outcomes are in place to assure learning goals and core outcomes are achieved in both curricular and co-curricular programs; and (2) that data collected is used to improve student learning, evaluate operations, and inform planning and budgeting processes.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Rating

Met

Evidence

Hocking College has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offering as evidenced by inclusion in goal 1 of the institution's strategic plan (p.1, major initiatives) and the completion team's completion plan developed for the purpose of engaging students and program completion. To ensure that the goals remain appropriate to its mission, ambitious, and attainable, the institution reviews and updates them annually.

The institution collects and analyzes information on student retention, persistence, and completion of its programs. For example, reports on student retention, persistence, and completion are posted on Hocking's intranet system so that it is readily available to faculty and administration, and the institutional research department periodically sends enrollment/retention reports to the administrators of each academic department, providing deans and department chairs easy access for analysis and decision-making. Other information collected and shared for analysis include sharing of an advisee report and a critical care list for tracking at risk students.

The institution uses information on student retention, persistence and completion of programs to set goals, plan, and make improvements as warranted by the data. For example, the institution used information collected on student retention, persistence, and completion in connection with the SSLI project for all Ohio two-year colleges under the direction of the Ohio Department of Education and the Ohio Association of Community Colleges to develop retention and graduation incentives in September 2015 and the institution's Completion Plan for 2016-2018 outlining strategies and timelines to address challenges to completion identified by the college. The action plan includes

initiatives related to academic interventions, identification of high-risk students, and streamlined onboarding.

Examples of improvements implemented based on information collected on retention, persistence, and completion include changing Hocking's approach to student advising, more emphasis on faculty's use of critical care lists and critical early alert processes, creation of the academic success center (ASC), course-specific tutoring centralized in the ASC, and adoption of an attendance policy to encourage professional skills and attitudes which align with workforce expectations. Since adding these improvements, the college reports improvement in persistence rates from 63% (spring 2016 to autumn 2016) to 72% persistence rate (autumn 2016 to spring 2017), which they attribute primarily to the ASC and other student services improvements made.

Hocking's institutional research office and the staff of the registrar have primary responsibility for gathering and reporting retention, persistence and completion data and providing external agencies like IPEDS, HEI, and the National Student Clearing house with required data. Data is collected at various points in a student's progression through the institution, all of which are entered into its student information system. Colleague, an integrated student information system, is used for data collection of student demographics, enrollment information, grades, and course information. HC's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

Hocking College demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. The institution made a decision in 2015 to make major changes in some of its processes in order to meet assessment and improvement needs of the college. In Spring 2015, Hocking College enrolled in and committed to the four-year HLC Assessment Academy. The primary goal of the institution's Academy project was the implementation of its *Plan for the Assessment of Student Academic Achievement* that had been developed just prior to joining the Academy. Although significant progress has been made toward this goal, the institution is still in preliminary stages of implementing its new assessment and program review processes, so not all assessment data will be available until fall 2018. As a result, outcomes data is limited. Additionally, there is still a need for documented procedures for the program review process.

Hocking College's processes and methodologies to assess student learning reflect good practice, including the substantial participation and action from faculty and all stakeholders in the college. Examples include the institution's four-year commitment to the HLC Assessment Academy, the institution dedication of time each academic year to assessment work to allow faculty and staff to complete assessment work within the normal calendar to reduce the need for work to be completed outside of regularly scheduled work time, inclusion of faculty in the assessment council and success skills learning community, and involving faculty in every stage of the assessment process.

Criterion Four is met with concerns.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Hocking College's resource base supports its current educational programs as the college has aggressively addressed its budget deficit and instituted a budgeting plan that has resulted in a budget surplus and improved the financial stability of the college. As reported in the 2015-2016 audit, the cost-saving measures have produced a $5.5 million change in net position in one year allowing the college to add an additional $1 million to its strategic reserve. The college's primary reserve ratio score of .342 demonstrates a dramatic improvement over the last five years in this important measure of the institution's financial strength and is in keeping with the college's referenced financial goal of .40 or better for this ratio. Evidence provided for the 2016 financial ratios indicates an improvement in the institution's CFI to 3.28, rating "Above the Zone" and representing a marked improvement since the Financial Panel Review findings in 2012.

The evidence indicates that to achieve financial stability and address an enrollment decline of 46.9 percent over the past six years, the institution has undergone significant restructuring including staffing reductions and reorganization; creation of an enrollment management plan inclusive of increased marketing, admissions and retention strategies; launching of intercollegiate athletics and mandated on-campus housing; evaluation of course fees; creation of a grants office; and a renewed emphasis on fund raising.

The financial planning model utilized by the college incorporates sound practices and deliberate measures to estimate revenues and expenses. A template developed by the business office assists programs in not only establishing their course fees but also in planning for and building program-specific reserves necessary for capital purchases and cash flow needs. The college understands the need for additional revenue streams and actively pursues initiatives that will increase revenues. Evidence can be seen in the establishment of intercollegiate athletics in FY2016 resulting in 100 percent census in the on-campus college-owned housing facilities (first time since FY2008) and an increased emphasis on grant writing activities. The establishment of the Evergreen Fund by the college foundation gives the college a revenue source for seed money for additional revenue-generating initiatives.

Evidence of an inclusive budget process is demonstrated through the work of the budget advisory council (BAC). An advisory body to the president, the BAC charge encompasses providing input on the creation of the annual budget including recommending internal and external fee charges, hearing annual budget presentations, using internal and external data and benchmarks to inform recommendations, and assisting in the development of funding priorities and financial policies. During a meeting with the BAC, members reported a clear understanding of their role and demonstrated a clear grasp of the college's financial challenges. A zero-based budgeting model was tested last fiscal year and continues to be incorporated as part of building the annual budget recommendation. Budget managers are held responsible to monitor their individual accounts and seek assistance to insure that expenses stay within the approved funding levels.

The college's commitment to a qualified and well-trained staff is demonstrated through "All Hocking Learning" day, a professional development day held once each semester on current issues or training needs; mandatory training sessions on relevant topics (e.g., Ohio Ethics Law held in January 2017); a week of training/meetings prior to the start of each autumn and spring semester; and annual budget funding for conference and travel in support of professional development.

The college is committed to maintaining and improving its educational facilities. The 10-year campus master plan (2013-2023) identifies specific projects and funding needs to address deferred maintenance of approximately $4.2 million as well as facility upgrades and additions. Funding for capital improvements was secured through two bond issues (2012 and 2013) as well as state capital appropriations totaling over $9 million over the last five years. To address further deferred maintenance projects, at its September 29, 2016 meeting, the Board approved the use of the FY 2016 unrestricted educational and general fund carry forward balance of $3.3 million to address deferred maintenance, capital improvements, program upgrades and expansion, and new program development.

The college is identifying and addressing technology needs through its technology replacement plan which centralizes technology resource management and identifies a specific 4-year replacement cycle for all desktop computing. Faculty reported during the visit that computer labs are up-to-date and appropriately equipped providing a valuable resource for their students. Through the issuance of improvement bonds in 2013, the college upgraded its information technology infrastructure which included wireless access throughout its main campus. Annual funding for this initiative is derived from operating funds and course fees. During a meeting with students at HC's Perry Campus, students expressed concerns about the technical quality of the transmission of interactive video distance learning (IVDL) courses in the campus' one IVDL classroom. Specifically, students expressed concern about difficulty in hearing the transmission, pixelation of the picture, out of sync picture and sound, and camera issues related to view and focus. These issues should be reviewed to improve the quality of the instructional experience for students engaged in this increasingly utilized delivery mode.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met With Concerns

Evidence

The nine members of the college's BOT serve three-year terms: three are appointed by the governor and six are appointed by a caucus of the county, city and exempted village school districts' boards of education that operate in the college district. Trustees meet at least six times per year for regular meetings and call special meetings as necessary. Trustees demonstrated to the team that they are knowledgeable about college operations and the needs of the communities served by the college. The BOT provides oversight over the institution's financial and academic policies/practices through standing committees such as budget/finance, academic/student affairs, facilities, human resources, and a Board executive committee. A review of BOT policies and Board minutes reveals that the Board regularly and appropriately exercises its legal and fiduciary responsibilities. During the visit, Board members stated that they feel they are a high-functioning board that is "laser-focused" on achieving the mission and strategic priorities of the college. The BOT understands its role as a policy-making board with a working committee structure to provide appropriate oversight. The Board engages in regular professional development and annual self-evaluation. It was evident to the team that the Board understands the issues facing Hocking and the higher education community.

HC policies describe and delineate the governance of the college following standard practices in higher education. Clear reporting lines and responsibilities are represented on the college's organizational charts; however, faculty and staff report that recent changes to the organizational structure and lines of reporting, coupled with downsizing of the institution, has caused some confusion and blurred understanding of processes and areas of responsibility. The recent hiring of an associate vice president of human resources, the planned development of a new employee orientation program and increased training opportunities, along with an HLC requirement for the preparation of a written delineation of organizational structure which identified clear lines of reporting and responsibilities should all prove beneficial.

The college has developed a shared governance model which includes a series of committees and

councils to allow for employee input and participation. Team conversations with various committees and councils indicate that there is substantial and genuine participation of employees in these committees. However, a clearly defined shared governance structure with written processes and procedures does not appear to exist. In multiple meetings, participants were asked to diagram the shared governance process and were unable to do so. When questioned, employees were unable to confidently articulate how all of the committees and councils operate within the shared governance system. While the college is to be commended on its efforts to establish structures to promote shared governance, more clearly defined processes and procedures are needed. For example, the following issues should be addressed: committee membership and term; committee leadership; committee processes for making recommendations; inter-relatedness among committees; and reporting structure for committees..

The partnership, a 30-member committee that meets weekly for three hours, is charged with leading institutional planning and making final recommendations to the appropriate channels for consideration (see partnership charge). Partnership members confirmed that the committee provides a voice for all constituents and provides an opportunity for open communication and discussion. Robust discussions on multiple topics have allowed opportunity for multiple views to be shared and vetted prior to decisions being made. Partnership members reported that the sharing of information at the weekly meetings is leading to improved decision-making and offered the development of the attendance policy as an example of an initiative that worked through the shared governance process. Although partnership members actively participated in discussions they could not clearly articulate how all of the committees and councils interact and move items through the shared governance process nor how feedback is articulated to the committees and councils.

A weekly college-wide communications meeting, followed by a written meeting summary, began in January 2017. Staff reported to the team that the information shared during the meetings is helping to open lines of communication on campus but it is too early to assess the effectiveness and impact of the meetings on institutional communication.

The college utilizes the academic affairs committee as a consensus building advisory group to inform decisions on setting academic requirements, policy, and processes. Membership on the committee includes seven standing members and six rotating members to facilitate a broad spectrum of thoughts and ideas. Committee members reported that they take an active role in the program review process. However, as noted in Core Component 3C, written policies and procedures governing the operation of the academic affairs committee are needed.

Interim Monitoring (if applicable)

A report, combined with the report required in Core Components 3C and 4B, due July 2, 2018 that should include the following:

- a written delineation of the organizational structure which identifies clear lines of reporting and responsibilities;
- a written delineation of the college's shared governance structure that clearly outlines the structure and pathway for input and decision-making including written processes and procedures explaining the roles of committees/councils and how they interact and inform one another; how committee/council membership is determined; and how committees/councils make recommendations
- written administrative processes and procedures to implement these requirements.

A focused visit in three years in concert with the focused visits required for Core Components 3C, 4A, and 4B on implementation of the policies, procedures, and strategies defined above with the expectation that all are in place and being fully implemented.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The 2017-2022 strategic action plan as approved by the BOT on December 13, 2016, identifies five strategic priorities which are rooted in the mission and values of the college. The plan is the result of a consultant-led process involving multiple stakeholders, both internal and external to the institution. Utilizing a series of stakeholder surveys as well as a review of previous plans and the status of programs and projects that were developed in support of them, six major categories emerged to guide the development of the five strategic priorities. In addition, this information was used to guide the development of a new mission statement. As reported during the visit by the BOT and cabinet, the new mission statement is used to not only drive strategic planning but also is reflective of the college's impassioned commitment to providing a "pathway to prosperity" for its community. The inclusiveness of the process, the role of the partnership in the eventual monitoring of the plan, and the demonstrated ties to the budgeting process, will help to insure that multiple voices are represented by the plan and that it stays firmly rooted in the mission and activities of the college.

As affirmed by the BAC, the council meets regularly and uses the new strategic priorities supported by the presidential goals to inform their recommendations regarding resource allocation. As the institution is experiencing what one Board member called a "renaissance era," much of how resource allocation and planning are integrated is developing under the new leadership and planning model. As was reported, much was learned during the development of the FY2017 budget that will assist the BAC and administration as it continues to refine its zero-based budgeting model. As the assessment of student learning initiative matures, including the new academic program review process, it will become an extremely valuable tool in the budget development process.

The entire college community is kept informed of strategic initiatives via the weekly communication meetings and the follow-up summary emails. In a variety of meetings, staff indicated that the communication meetings, which began in January 2017, are well attended and provide valuable

information on college initiatives. The meetings offer opportunity for anyone on campus to share information about what is happening in their area. In addition, the partnership meetings have opened lines of communication and provide a vehicle for open discussion and input from all constituent groups.

HC appears to understand the nature of its finances and the impact the sweeping changes made to balance the budget have had on college operations. The college is taking proactive steps to stabilize its budget through anticipated enrollment growth driven by new program development and a new business-focused recruitment model; intensified retention efforts supported by a new student on-boarding system (Navigate), the Cornerstone Seminar Series, and the creation of the academic success center; and an increasing commitment to community outreach and workforce development. The BOTs finance committee offers valuable financial oversight to the institution and serves to assist with revenue forecasting and budget monitoring.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

HC appears committed to improving its performance and internal processes as evidenced through its systemic changes and its openness to seeking out experts and best practices to help guide improvements. The BOT reported regular attendance at conferences and Board training through AACC and ACCT. Institutional performance is being monitored through a variety of methods including a newly revamped program review process, monthly financial reports to the Board including an annual independent audit, student performance data collection and analysis via LiveText, and annual performance evaluations of all employees and a self-assessment by the BOT.

The college demonstrates its willingness to learn from its experiences and to use that knowledge to improve effectiveness and its financial stability through a number of initiatives undertaken in the last two years. Evidence of this can be found in the creation of critical care teams within each program to not only identify at-risk students but also determine student-specific interventions that might assist the student in achieving their academic goals. With the support of the academic success center and the assessment and intervention counseling services available on campus, students are offered academic and personal assistance as needed. Students reported that these increased services are of great benefit and are offering students much needed assistance and support; however, they do not feel that all students know about the services available. Another example is the identification of and implementation of a new external student default manager, USA Funds, and the work of the financial aid office to substantially reduce the college's default rate (down over 12 percent between 2011 and 2013).

The college faculty and staff appear to understand how the budget process ties planning, budgeting and assessment together. Universal support for this concept and process was demonstrated through numerous meetings with constituent groups. Development and benchmarking of KPIs tied to the mission and five strategic priorities as well as the establishment of the center for institutional research will have a positive impact on the institution's ability to bond effectiveness to its capabilities and sustainability.

The college is expanding its use of technology and is investing resources to enable the institution to document and measure its effectiveness in most of its operations and then use this information to effectuate change and improvement in services. Evidence of this was seen in the college's recent purchase of a new financial reporting tool that will integrate with its ERP Ellucian and will offer

improved budget monitoring, financial analysis of operations and board reporting. While in the early stages of implementation, once migration of data is complete, training for the campus community will begin later this year.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

Hocking College's resource base supports its current educational programs as they have aggressively addressed their budget deficit and instituted a budgeting plan that has resulted in a budget surplus and improved the financial stability of the college. The financial planning model utilized by the college incorporates sound practices and deliberate measures to estimate revenues and expenses. An inclusive budget process is demonstrated through the work of the budget advisory council (BAC).

HC has undergone significant restructuring including dramatic staffing reductions to rebuild the organizational structure to support operations and align with its institutional goals while operating within a balanced budget. Changes to the organizational structure and lines of reporting coupled with the rapid downsizing of the institution has caused confusion, blurred understanding of processes and areas of responsibility, and created employee fatigue.

Various constituencies were identified as having involvement in the institution's shared governance model through a complex system of committees and councils. All constituent groups fervently want to see the institution succeed and are working extremely hard in support of the institution and its students; however, a clearly defined shared governance structure with written processes and procedures does not appear to exist.

The Board understands its role as a policy-making board and has a working committee structure to provide appropriate oversight. Members support professional development and attend conferences to build upon their knowledge of community college governance.

The 2017-2022 strategic action plan identifies five strategic priorities which are rooted in the mission and values of the college. A new mission statement is used to not only drive strategic planning but also is reflective of the college's impassioned commitment to providing a "pathway to prosperity" for its community.

The college is committed to maintaining and improving its educational facilities. The 10-year campus master plan (2013-2023) identifies specific projects and funding needs to address deferred maintenance and a technology replacement plan identifies and addresses technology needs. The college is expanding its use of technology and is investing resources to enable the institution to document and measure its effectiveness in most of its operations and then use this information to effectuate change and improvement in services.

Criterion Five is met with concerns.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met With Concerns
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met With Concerns
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met With Concerns

Review Summary

Interim Report(s) Required

Due Date
7/2/2018

Report Focus
A report containing a review of institutional policies and procedures. This review should provide evidence that written policies and procedures are in place. While the report should include a review of all institutional policies and procedures, particular attention should be given to addressing the following:

- policy/procedure for curriculum development and modification, including the step-by-step process for approval and the role of the academic affairs committee;
- policy/procedure for ensuring that faculty meet at least minimum HLC credentialing requirements, including documentation;
- policies, procedures, and documentation that demonstrates how tested experience is used to determine minimal faculty qualifications in technical programs;
- policy/procedure for the award and approval of professional development funds for faculty;
- inclusion of online and hybrid courses in the college's credit hour policy as identified by the team in the review of Federal Compliance;
- policy/procedure for the role of faculty in the faculty credentialing process;
- availability of student outcome data on the college website;
- a written delineation of the college's shared governance structure that clearly outlines the structure and pathway for input and decision-making, including written processes and procedures explaining the roles of committees/councils and how they interact and inform one another, how committee/council membership is determined, and how committees/councils make recommendations.

Focused Visit(s)

Due Date
3/2/2020

Visit Focus
A focused visit evaluating the institution's progress on the following issues:

1. implementation of the policies and procedures addressed in the interim report with the expectation that policies and procedures are in place and have become fully operational;
2. providing evidence that faculty meet the qualifications required by the Higher Learning Commission;
3. providing evidence that written procedures are in place for the program review process;
4. demonstrating that the college is maintaining a practice of regular program review, including evidence that indicates it uses results for ensuring and improving the quality of its programs;
5. implementation of the college's assessment plan which must demonstrate (a) outcomes are in place to assure learning goals and core outcomes are achieved in both curricular and co-curricular programs, and (b)_ that data collected is used to improve student learning, evaluate operations, and inform planning and budgeting

processes;

6. implementation of the required (report) written delineation of the college's shared governance and decision-making structure, including the interaction of the various shared governance committees.

Conclusion

The team concludes that Hocking College has met each of the five criteria for accreditation and their corresponding core components, although Core Components 3C, 4A, 4B, and 5B are met with concerns. Evidence supporting the team's conclusion and recommendations on monitoring include the following: (1) the institution has made substantial progress in seriously addressing prior HLC concerns regarding finances, governance, declining enrollment, assessment, and awarding of degrees; (2) the institution has a well-understood mission statement that is publicly stated and approved by its BOT which guides the strategic priorities and operations of the college; (3) the institution understands its role in a multi-cultural society and has actively worked to integrate diversity and global awareness into its curriculum, community activities, and student recruitment processes; (4) the institution acts in an ethical, responsible, and transparent manner; (5) the BOT is knowledgeable and understands its role in providing strategic direction for the college while delegating daily operations of the college to the administration; (6) faculty have oversight of the curriculum and curriculum development processes; (7) faculty have developed learning outcomes that are consistent across instructional modalities--in person, online, and across campuses; (8) a strong array of student support services to promote student success exists; (9) successful implementation of an intercollegiate athletics program that has increased the diversity of the student body; (9) a successful default management program that has resulted in a decline in the default rate from 34 to 22%; (10) strong success rates on licensure exams such as a 95.6% NLCLEX pass rate and 100% pass rates for EMT and fire science programs; (11) active participation in the Assessment Academy; (12) an institutional effectiveness and sound planning process to promote institutional success; (13) significantly improved institutional finances moving from a deficit to a surplus; (14) robust participation in a variety of institutional shared governance committees; (15) an institution-wide commitment to student success and institutional improvement.

While the institution enjoys many positive directions and has made, and is making, significant progress is addressing prior HLC concerns, the college is facing several challenges. Chief among these challenges is the need for a comprehensive review of institutional policies/procedures and development of written, well-defined policies, procedures, and processes for its operations to help ensure that the college is consistent in its operations and achieving its mission, vision, values, purposes, and strategic priorities. Examples include the need for clearly written policies/procedures for faculty credentialing; curriculum development processes; and a clear delineation of the college's shared governance structure outlining the structure and pathway for input and decision-making. This need appeared to be well-understood across the college, including among faculty, staff, administrators, and the BOT. In addition, the college needs to fully implement its program review and assessment processes. The institution's participation in the Assessment Academy is providing the framework and expertise to make sure these evaluation and improvement processes are fully implemented as planned.

The team believes that the institution's strengths outweigh the challenges it is facing. The team is unanimous in its recommendation that the best way to help the college address each of the concerns identified is through the team's recommendation for a report and focused visit. The team believes that through clearly articulated expectations and requirements of an institutional report in two years and a focused visit in three years the college has the personnel, leadership, resources, and commitment to successfully address each of these concerns. This belief and understanding by the team is based on (1) the institution's serious efforts to address prior HLC concerns; (2) the many strengths of the college, some of which are listed above; (3) a strong commitment among HC employees at all levels to successfully address these concerns; (4) current efforts at the college, such as the Assessment Academy, to improve; (5) efforts to improve shared governance through a variety of committees with wide-spread inclusiveness and

participation; and (6) team conversations across the entire college that college employees, including the leadership team were committed and working hard to fully and completely address these issues.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Hocking College

Please indicate who completed this worksheet:

☒ Evaluation team

☐ Federal Compliance reviewer

> **To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:**
>
> Name: Lloyd Hammonds
>
> ☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

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Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.

    - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:

        o Associate's degrees = 60 hours

        o Bachelor's degrees = 120 hours

        o Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree

    - Note that 1 quarter hour = 0.67 semester hour.

    - Any exceptions to this requirement must be explained and justified.

    - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

    ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

    ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

    Rationale:

    The institution meets minimum credit hours for associate degrees.

    Additional monitoring, if any:

Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.

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- Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.

- Determine whether the institution has a process to review and resolve complaints in a timely manner.

- Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.

- Advise the institution of any improvements that might be appropriate.

- Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☒ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution has appropriate policies and procedures for handling student complaints, easily found on the institution's website. The institution acknowledges previous decentralized nature of student complaints and has recently established an Office of Ombudsman to streamline student complaints. The institution provided no record of complaints.

Additional monitoring, if any:

Although a policy and procedure has been established, the institution needs to submit a report due July 2, 2018 to provide evidence it is following these established policies and procedures. No record of student complaints was provided in the Federal Compliance filing or to the Team while on-site. The institution did provide one example of improvement based on their seemingly informal observation that the majority of complaints are related to billing disputes.

Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

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1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

   - Review the institution's transfer policies.

   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.

   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution has an established transfer policy, identified in the Registrar's Policy and Procedures Manual. Information provided in the College Catalog is very minimal. Similarly, the Transfer Module on the college website is lacking in detail. However, both sources can be easily located by a search of the website. The institution clearly lists dual enrollment contracts on the website.

Additional monitoring, if any:

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Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.

   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Rationale:

   The institution follows common practices of password-protected access to online courses to assure security with no additional charges to students.

   Additional monitoring, if any:

Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

   - The team should verify that the following requirements are met:

     o **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly

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findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.

o **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

o **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

o **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

o **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

o **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

o **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application

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for Programs Offered Through Contractual Arrangements on HLC's website for more information.)

- o **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity *(Core Components 2.A and 2.B)*.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The default rate has declined from 34.1 to 21.9 from the 2011 to 2013 cohorts and the college has a comprehensive Default Prevention and Management Plan for addressing default rate and has contracted with USA Funds to aid in default management. Campus Crime Information is available on the website. No disclosures are posted for athletic participation and financial aid due to first cohort not graduating until May 2017, but college is aware of its obligations and plans to post relevant data. (Note: The posted Student Athlete Handbook is

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outdated and the 2016-2017 Handbook needs to be posted on the website). All other information is provided as required.

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☐ The institution meets HLC's requirements.

   ☒ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Information is provided as required. The institution identifies its Marketing Department as the entity with primary responsibility for accuracy of information, but acknowledges current lack of policies and procedures to ensure accuracy of information and need for development.

Additional monitoring, if any:

The institution needs to develop and provide evidence of policies and procedures to ensure required information is accurate, timely, and appropriate. A report is required to document development of policies, due July 2, 2018.

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

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- Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.

- Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

- Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

- Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC's requirements.

☒ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All information is provided and appears accurate. The institution identifies its Marketing Department as the entity with primary responsibility for accuracy of information, but again acknowledges current lack of policies and procedures and need for development.

Additional monitoring, if any:

The institution needs to develop and provide evidence of policies and procedures to ensure required information for the public is accurate, timely, and appropriate. A report is required to document development of these policies, due July 2, 2018.

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.

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- Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

- Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 4.

Rationale:

The institution listed examples of measures commonly used for assessment of student learning and noted use of LiveText for data collection. Although the institution reported "a long history of systematically gathering evidence, analyzing the data, and making changes to curriculum, instruction, and assessment," limited evidence was provided beyond a description of changes in assessment tools. However, a review of Criterion 4 in the assurance argument showed consideration of student outcome data in the program review template indicating the institution minimally meets this component. The institution reports current involvement in the HLC Assessment Academy, with plans for "complete integration of all institutional and program outcomes" by autumn 2017. The institution has 2 ½ years remaining in its 4-year commitment to the Assessment Academy.

Additional monitoring, if any:

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

- Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

- Determine whether the publication of these data accurately reflects the range of programs at the institution.

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2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☒ The institution does not meet HLC's requirements and additional monitoring is recommended.

☒ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion 4.

Rationale:

The institution responded "no" to question 36: *Are student outcome data published on the institution's website*. A search of the website found an Assessment Plan, but no institutional reporting of outcome data beyond Title IV reporting, with the exception of CCSSE data. A sampling of programs found RN-NCLEX pass rate on the nursing web page, but other programs only listed program outcomes with no accompanying data. In their response to request for items 35-38, the institution did note plans for future publication of student outcome data, by fall 2018, as a result of participation in the HLC Assessment Academy.

Additional monitoring, if any:

The institution needs to make student outcome data available on its website. Although it is recognized not all assessment data will be available until fall 2018, the institution needs to submit a report demonstrating publication of available student outcome data to date, due July 2, 2018.

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

   The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

   Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

   - Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

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- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.

- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Hocking College currently maintains specialized accreditation for 14 of its programs. All of these programs are in good standing with their respective accrediting bodies as confirmed by reviews of the assurance argument, the College Catalog (p. 9), institutional program specific webpages, and documentation provided onsite indicating standing with state agencies and accrediting bodies.

Additional monitoring, if any:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

Note: If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

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2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The institution reports use of electronic newsletters for students, staff, and alumni as well as letters to the Board of Trustees, with evidence provided. A copy of the notice is included and is appropriate in nature. A copy of the notice was also found on the institution's website.

Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.

- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC's requirements.

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☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

NA

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Institution Website: Reviewed all materials provided in Appendix and verified these against institution's website, where relevant.

Hocking Technical College, Athens County, Single Audit, For the Fiscal Year Ended June 30, 2016
Hocking Technical College, Athens County, Single Audit, For the Fiscal Year Ended June 30, 2015
Hocking Technical College, Athens County, Single Audit, For the Fiscal Year Ended June 30, 2014
Hocking Technical College, Athens County, Single Audit, For the Fiscal Year Ended June 30, 2013
Hocking Technical College, Athens County, Single Audit, For the Fiscal Year Ended June 30, 2012
March 21, 2016 Letter of Continuing Accreditation, Commission on Accreditation of Allied Health Education Programs (CAAHEP)
October 10, 2016 Letter of Review of 2016 Annual Program Assessment Report, Commission on Accreditation for Health Informatics and Information Management Education (CAHIM)
November 9, 2016 Summary of Action, Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association (CAPTE)
July 22, 2011 Letter of Continuing Accreditation, National League for Nursing Accrediting Commission, Inc. (NLNAC)
Summary of Deliberations and Recommendations of the Associate/Practical Evaluation Review Panel Spring 2011, Board of Commissioners
June 13, 2016 Report of the Society of American Foresters Accreditation Visiting Team
June 22, 2016 Fire Charter Report-Renewal, Ohio Department of Public Safety; Division of Emergency Medical Services
Sample private loans/disclosures: Sallie Mae and Wells Fargo
Response to Federal Compliance questions 35-38

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Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Hocking College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

> 1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

⊠ Yes   ☐ No

Comments:

Both face to face and online terms are standard. The institution does offer half-semester courses as well as compressed format courses. Non-standard formats are clearly identified as such in the course schedule. A sampling of syllabi indicate all course formats follow acceptable practice in higher education.

B. Recommend HLC Follow-Up, If Appropriate

> Is any HLC follow-up required related to the institution's calendar and term length practices?

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☐ Yes   ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

   • At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   • Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   • Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

   • Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   • For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

   • At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   • For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   • Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:

   • Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   • Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   • For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

   • Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

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institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours
A.   Identify the Sample Courses and Programs Reviewed by the Team

NT 1110 RN Basics of Gero/Adult Health I (High credit hour course)

NT 2020 Nursing Care of Patients with Complex Health Altercations (High credit hour course)

ACC 1101 Accounting I (2 sections, FTF 16 weeks)

ENGL 1510 English Composition 1 with Research (Online and FTF 8 weeks and FTF 16 weeks sections)

ARCH 2280 Introduction to Cultural Anthropology (Online and FTF 8 weeks)

PSYC 2152 Abnormal Psychology (FTF 16 weeks)

BIOS 1104 Marine Ecology (FTF 1 week)

ECO 1100 Introduction to Eco-tourism & Adventure Travel (FTF 1 week)

Associate of Applied Business in Business Management and Entrepreneurship

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Associate of Technical Study in Addiction Counseling

Associate of Applied Science in Ecotourism and Adventure Travel

Associate of Applied Science in Medical Assistant

Occupational Certificate in Heavy Equipment Operator Certificate

B.   Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

   ☐ Yes   ☒ No

   Comments:

   The institution's credit hour policy is quite explicit and covers a variety of delivery formats, with the exception of online and hybrid courses.

   b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

   ☒ Yes   ☐ No

   Comments:

   The institution identifies both instructional time and out-of-class study time.

   c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

   ☐ Yes   ☒ No

   Comments:

   This is identified on some course syllabi, but not in the credit hour policy.

   d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:

Policy follows Ohio Board of Regents.

2. Application of Policies

   a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   ☒ Yes ☐ No

   Comments:

   Course descriptions and requirements on syllabi appear reasonable.

   b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

   ☒ Yes ☐ No

   Comments:

   Learning outcomes were clearly identified in most of syllabi reviewed and appeared appropriate. Amount of work required for all courses reviewed appeared to be within standard expectations.

   c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

   ☒ Yes ☐ No

   Comments:

   Syllabi examined are consistent across various modes of delivery.

   d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

   ☒ Yes ☐ No

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Comments:

Where learning outcomes are identified, they appear appropriate, including high credit courses sampled.

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes   ☒ No

Comments:

The one exception to reasonable practice is the offering of a three-credit course in a one-week time period. Although the class hours are consistent with the institution's credit hour policy, the compressed format does not appear to allow for sufficient work outside of class to meet credit hour definition.

C.   Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

☒ Yes   ☐ No

Rationale:

The credit-hour policy does not explicitly address online nor hybrid courses.

Although the institution has a clear credit hour policy and follows this policy in most instances, based on the course schedule, a limited number of three-credit courses are offered in a one-week format. The class meets for the requisite number of hours, but it would not be possible to fulfill the out-of-class work requirement in one week.

Identify the type of HLC monitoring required and the due date:

The institution needs to submit a report by July 2, 2018: 1) demonstrating inclusion of online and hybrid courses in its credit hour policy; and 2) demonstrating how a three-credit course offered in a one-week format meets the institution's definition of a credit hour, with respect to the expectation of two hours of work outside of class per hour of coursework. If the institution is not able to demonstrate meeting its credit hour definition, it needs to cease offering three-credit courses in a one-week format and provide evidence that such courses are not offered, as indicated by the listing of course offerings.

D.   Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes   ☒ No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes   ☒ No

If the answer is "Yes," complete the "Worksheet on Clock Hours."

Note: This worksheet is <u>not</u> intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work

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outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours
A.   Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

    ☐ Yes   ☐ No

    Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

    ☐ Yes   ☐ No

    Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

    ☐ Yes   ☐ No

    Comments:

B.   Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

☐ Yes   ☐ No

C.   Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

☐ Yes ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:

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Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the Multi-Campus Evaluation, the assigned peer reviewer completes a Multi-Campus Reviewer Form. Peer reviewers should complete a separate template for each campus reviewed as part of a Multi-Campus Evaluation. The reviewer then e-mails completed forms to the rest of the evaluation team, who then discuss and integrate the findings into the final comprehensive evaluation report in the Assurance System.

After the visit, the team chair should ensure that HLC receives a copy of all Multi-Campus Reviewer Forms, as they cannot yet be uploaded into the Assurance System. The completed forms should be sent to **finalreports@hlcommission.org**. The Multi-Campus Report from the institution and the Multi-Campus Reviewer Forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-Campus Reviewer Form should be no more than five pages. The Form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2-3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer(s). Instead, the full evaluation team is expected to include a discussion of the evidence related to the Multi-Campus Evaluations in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Name of Institution: Hocking College

Name and Address of Branch Campus: Perry Campus

Date and Duration of Visit: March 14, 2017, 8:15 a.m.-12:15 p.m.

Reviewer(s): Lloyd H. Hammonds, Team Chair

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

Hocking College (HC) maintains a branch campus in rural New Lexington, Ohio, about 55 miles southeast of Columbus and about a 45 minute drive from the main campus. The campus is located in modern facilities and offers general coursework to allow students to participate in the Ohio Transfer Module which guarantees that students can transfer to any state-funded college or university in Ohio. Students enjoy the same services as though offered on the main campus through visits by main campus personnel to the Perry Campus. An opticianry is offered exclusively at the Perry Campus.

2. History, Planning, and Oversight

Provide 2-3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting, and resource allocation at the institution.

Evidentiary Statements:

Hocking has been offering educational services to New Lexington for more than 25 years. Initially, these services were offered in rented facilities at the Perry County Fairgrounds. Since 1997 the college has been offering its programs and services in a modern 20,000 square feet two-story facility. The Perry Campus has a full-time campus director with the appropriate credentials and experience to provide competent oversight and direction for the campus. The Perry Campus director serves on various shared governance committees with the main campus, including the "partnership" committee that is the college-wide shared governance committee. This allows for close and genuine interaction on operational and planning issues with the entire college. As a result, the Perry Campus has a seat at the table and involved in decisions that impact its future. The college has engaged in adequate planning to ensure that the campus has adequate facilities and personnel. Full-time personnel from the main campus regularly visit the Perry Campus to ensure that students have access to the same services as students at the main campus including such services as financial aid, library, career services, student success services and others. Advising, registgration, and bookstore services are offered on campus.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

3. Facilities and Technology

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Provide 2-3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.).

Evidentiary Statements:

The Perry Campus is located in a 20,000 square feet, two-story, modern faciliity with six classrooms, a 23 station computer lab, library with a 15 station computer lab, biology lab, opticianry lab, Interactive Video Distance Learning classroom (IVDL), student commons area with vending services, staff and faculty offices, private areas for student testing and advising, and a mechanical and equipment storage room. Two classrooms can be connected to create a venue for larger meetings of students and the community. The campus has its own bookstore so students have immediate access to textboos and supplies. Classrooms, labs, offices, common areas, and parking were all ADA compliant and of adequate size to accommodate the needs of students and employees. All facilities were comfortable and clean with adequate temperature control. The campus has wi-fi access. Security services provide for a safe environment for students and employees.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

4. Human Resources

Provide 2-3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training, and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Evidentiary Statements:

The campus has a full-time director to provide oversight and serve as a liaison with the main campus. The campus also has full-time office personnel to support the operation of the campus. Typically, the campus has one full-time instructor in its opticianry associate degree program with the balance of instructors either adjunct or full-time from the main campus. For example, four of the campus' ten faculty during the spring semester are full-time faculty from the main campus. Faculty are hired through the main campus using the same processes as those used for hiring faculty at the main campus. The campus director sits on the hiring committees. Faculty have the same orientation as all HC faculty and are regularly evaluated, including twice during their first year. Webinar professional development opportunities are available for faculty as well. Faculty interviewed by the team expressed that they received adequate support from the college to support their teaching and advising activities. Faculty were appropriately qualified to teach in their respective areas.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

5. Student and Faculty Resources and Support

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Provide 2-3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve, and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Evidentiary Statements:

Students have access to the same support services as those at the main campus. Some services are provided directly by personnel at the Perry Campus, while others are provided by personnel from the main campus who travel regularly to Perry to offer services. For example, student advising is provided by faculty in the student's major area with the campus director handling any overload. Students expressed to the team that they had ready access to advising and were happy with the quality and relavency of advising services. Placement testing and registration services are provided on campus. The librarian visits weekly to offer services as needed and works to arrange for any needed support services such as tutoring, especially in mathematics and writing, and research and documentation of use of resources. Financial aid and disability resources visit to offer services as necessary.The campus has partnered with the Hopewell Health Center to provide counseling services for students. Other services are offered as needed. Students all expressed satisfaction with the quality and speed of receiving support services.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

6. Educational Programs and Instructional Oversight

Provide 2-3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Evidentiary Statements:

The college offers its general program at the Perry Campus along with coursework in business management and entrepreneurship, office administration, and criminal justice. The college also offers a respected, in-demand, opticianry program exclusively at the Perry Campus. Students and faculty at the campus are subject to the same policies and practices as employed at the main campus. For example, courses have common course outcomes, regardless of where taught and use the same syllabus so that ENGL1510 English Composition I is the equivalent educational experience for students, regardless of where the course is taught. In fact, often the same instructor is teaching the same course at both the main campus and at Perry. Deans and department chairs at the main campus and the vice president of academic and students affairs meet regularly with faculty to ensure consistency of the learning experience for students. Students interviewed at the Perry Campus all expressed a high level of satisfaction with the quality of facuilty teaching at the campus.

Students expessed concern about the quality of the transmission of the campus' one IVDL classroom. Specifically, students expressed concern about difficulty in being able to hear the sound clearly, pixelation of the picture, out of sync picture and sound, and camera issues related to view and focus.

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These issues should be reviewed to improve the quality of the instructional experience for students engaged in this increasingly utilized modality. Students were careful to point out that the issue was the quality of the technology and not the instructor(s). Students were satisfied with their IVDL instructors and noted that in a number of instances the instructor teaching over IVDL would periodically teach from the Perry Campus so they could visit students in person.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

7. Evaluation and Assessment

Provide 2-3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence, and completion sufficiently to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at a campus are equivalent to those for assessment and evaluation on the main campus.

Evidentiary Statements:

Student learning outcomes are the same for courses at both the main campus and the Perry Campus. Course level learning objectives are identified on each syllabus. Faculty teaching the same course utilize a common syllabus whether teaching at the main campus, Perry Campus, dual enrollment, or through the IVDL system. Assessment and evaluation is conducted at the college level in accord with the college's assessment plan; hence, assessment activities are common across the institution and include the Perry Campus. The college is currently a participant in the Assessment Academy and in the early stages of implementing its assessment efforts. An active assessment council and sound assessment plan should allow for fruitful assessment activities moving forward.

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

8. Continuous Improvement

Provide 2-3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus and ensure alignment of the branch campus with the mission and goals of the institution as a whole.

Evidentiary Statements:

The college appears to have a solid planning process that is inclusive and ties directly to the institution's newly articulated mission, vision, values, purposes, and strategic priorities. As the institution completes its program review process and fully implements its program for assessment of student learning, these results should be incorporated into future iterations of the strategic plan. The college collects and analyzes data on data retention and persistance to help make improvements in educational programming and support services. The Perry Campus director through her participation on the college-wide shared governance committee, the partnership, and membership on the academic and student affairs council is able to directly participate in activities to promote both short-term and longer-range improvements at the

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campus and the entire college. Full-time and adjunct faculty from the main campus who teach at Perry are also able to participate directly in promoting a continuous improvement environment at the Perry Campus in keeping with the college value of "continuous improvement and innovation."

Judgment of reviewer(s) (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

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HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Hocking College, OH
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	A multi-campus visit will occur in conjunction with the comprehensive evaluation to Perry Campus, 5454 State Route 37E, New Lexington, OH, 43764. Comprehensive Evaluation to include a Federal Compliance Reviewer. The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.
DATES OF REVIEW:	3/13/2017 - 3/14/2017

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:
 Year of Last Reaffirmation of Accreditation: 2011 - 2012
 Year of Next Reaffirmation of Accreditation: 2016 - 2017

Recommended Change: 2026-2027

Accreditation Stipulations

General:
 Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: No Change

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Additional Location:

Prior HLC approval required.

Recommended Change: No Change

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No Change

Accreditation Events

Accreditation Pathway   Standard Pathway

Recommended Change: Limited to Standard Pathway

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Interim Report due 07/02/2018 on Institutional Policies and Procedures including Federal Compliance concerns re: Consistency of credit hour policy for on-line and hybrid courses; full implementation of existing policies and procedures of student complaint policy; Development of policies and procedures ensuring accuracy of information re: institutional programs, fees, etc.; and publication of student data.

Focused Visit by 03/02/2020: Implementation of policies and procedures addressed in 07/02/2018 Report; Shared Governance; Faculty Qualifications; Program Review and Assessment Plan.

Institutional Data – No Change

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	42	_____
Associate Degrees	67	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____

Institutional Status and Requirements Worksheet

Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Perry Campus, 5454 State Route 37E, New Lexington, OH, 43764

Recommended Change: No Change

Additional Locations

Hocking College Energy Institute, 30140 Iles Road, Logan, OH, 43138 - Active

Recommended Change: No Change

Distance Delivery

24.0102 - General Studies, Associate, ATS in Accounting and Military Science
24.0102 - General Studies, Associate, ATS in Business and Military Science
24.0102 - General Studies, Associate, ATS in Construction Management & Military Science- Carpentry
24.0102 - General Studies, Associate, ATS in Fire Management & Military Science
24.0102 - General Studies, Associate, ATS in Human Resources in Military Science
24.0102 - General Studies, Associate, ATS in Logistics Supply in Military Science
24.0102 - General Studies, Associate, ATS in Military Emergency Medical Services
24.0102 - General Studies, Associate, ATS in Military Food Service Management
24.0102 - General Studies, Associate, ATS in Military Heavy Equipment Management
24.0102 - General Studies, Associate, ATS in Military Police Science Management
24.0102 - General Studies, Associate, Construction Management and Military Science - Electrical
24.0102 - General Studies, Associate, Construction Management and Military Science-HVAC
24.0102 - General Studies, Associate, Military Network Systems Management
52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting and Financial Services
52.1908 - Business and Personal/Financial Services Marketing Operations, Associate, Business Management and Entrepreneurship

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

Contractual Arrangements

None

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Recommended Change: No Change

Consortial Arrangements

15.0404 - Instrumentation Technology/Technician - Associate - AAS and Certificate Petroleum Technology - Instrumentation Electronics - Stark State College

15.0999 - Mining and Petroleum Technologies/Technicians, Other - Associate - AAS and Certificate Petroleum Technology - Production - Stark State College

15.1103 - Hydraulics and Fluid Power Technology/Technician - Associate - AAS and Certificate Industrial Process Operation Technology - Stark State College

15.1103 - Hydraulics and Fluid Power Technology/Technician - Associate - AAS and Certificate Petroleum Technology - Pipeline Technician - Stark State College

47.0399 - Heavy/Industrial Equipment Maintenance Technologies, Other - Associate - AAS and Certificate Petroleum Industrial Mechanics Technology - Stark State College

Recommended Change: No Change