

## Focused Visit Report

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After the team reaches a consensus, the team chair completes this form to summarize and document the team's view. Notes and evidence should be essential and concise.

Submit the completed draft report to the HLC staff liaison. When the report is final, send a single electronic document (in PDF format) to [finalreports@hlcommission.org](mailto:finalreports@hlcommission.org).

Institution: Hocking College City, State: Nelsonville, OH Visit Date: April/04-05/2016

**Names of Peer Reviewers:** (List the names, titles and affiliations of each peer reviewer. The team chair should note that designation in parenthesis.)

Harry Faulk, Executive Vice President/Chief Academic Officer, Mountwest Community and Technical College, WV (Team Chair)

Beth Pellicciotti, Assistant Vice Chancellor for Academic Affairs, Purdue University Calumet, IN (retired 2015)

### Part A: Context and Nature of Visit

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#### 1. Purpose of the Visit:

The Focused Visit to Hocking College occurred as a result of a number of changes and challenges that occurred within the past two years. These include 1) a change in presidential and academic leadership, 2) a change in board membership, 3) a substantial decline in enrollment, 4) major financial concerns, and 5) faculty not properly credentialed. Additionally, 37 faculty and staff were terminated to address the severe deficit of 4.4 million dollars. A number of students were awarded degrees without meeting the institution's graduation requirements. The college initiated an athletic program to help boost enrollment; however, the college did not follow the bylaws of the National Junior College Athletics Association and were required to forfeit their games. Based on these significant issues, it was determined that a Focused Visit should occur to determine the progress the college has made to address these challenges.

#### 2. Accreditation Status:

The last reaffirmation visit occurred in 2011-2012 (AQIP). The team recommended that the next comprehensive visit occur in five years, 2016-2017. The Higher Learning Commission granted Hocking College candidate status in July 1973. Full accreditation occurred in 1975-1976. Comprehensive visits followed in 1981, 1991 and 2002. In addition, a multi-site visit occurred in April 2008 to review the institution's ability to deliver degree programs at several off-campus locations. In 2012, the Higher Learning Commission approved Hocking College to move from a quarter system to a semester system that was required by the Ohio Board of Regents. In fall 2013, a follow-up visit occurred to address the Assumed

Practices. A Focused Visit occurred in 2013 to confirm the findings of a Financial Panel's recommendations. The next Comprehensive Evaluation is scheduled 03/13/2017.

### 3. Organizational Context:

Hocking College is a public community college of the Ohio Board of Regents System and is located in Nelsonville, Ohio. The college offers courses at its Perry Campus in New Lexington, Ohio, and at the Logan Campus, located approximately 46 miles southeast of Columbus. The college offers programs in the following areas: Allied Health; Arts, Business & Science; Engineering and Information Technology; Hospitality; Natural Resources; Nursing; and Public Safety Services.

When the current president was hired in May 2015, the president was faced with an enrollment decline that occurred over the past several years and a budget deficit of 4.4 million dollars. In some programs, it was difficult to schedule full-time faculty for full teaching loads due in part to the declining enrollments. To help correct the deficit, the college had to terminate a number of faculty and staff.

The challenge was daunting in that the institution had to be transformed from one that was allowed to operate for several years without requiring accountability from the administration, faculty, staff and Board. The college had to right size itself based on the enrollment decline. The speed of the numerous changes that have occurred and the number of employees affected by these changes have caused a great deal of anxiety from the faculty, which has resulted in a no confidence vote by the faculty.

The college has corrected the budget deficit and has instituted a budgeting plan that will increase the surplus and improve the overall financial stability of the college. There is now a realistic balance in the number of full-time vs. adjunct faculty. Other issues regarding the adherence to current policies and procedures have been addressed, as well as the revision or establishing of new policies and procedures designed to improve the operations of the college.

### 4. Unique Aspects of Visit:

None

### 5. Areas of Focus

Complete the following A and B sections for each area of focus.

#### A1. Statement of Focus:

Criterion Two: Integrity: Ethical and Responsible Conduct -- The institution acts with integrity; its conduct is ethical and responsible.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

#### Core Components

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.

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.

B1. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

2.A. The Board of Trustees is comprised of nine members; three members are appointed by the Governor, and six members are elected by a caucus process of local school boards that result in two members selected from each of the following counties, Athens, Hocking, and Perry. The current Board members recognize and take ownership in the role the Board played in many of the past issues. There have been several changes in the membership of the Board, and the new Board appears ready and capable of addressing the challenges facing Hocking College.

The president has initiated a process whereby all new Board members receive an extensive day-long training and orientation to the college. Additionally, all Board members receive annual training by the Ohio Attorney General's Office or by the college's in-house legal counsel. New Board members are encouraged to attend the governance program at ACCT. This helps Board members understand their responsibility for serving on a Board of a higher education institution.

The Board is committed to the success of the college. Several Board members have graduated from the college, and they all appreciate the significant contributions the college makes to the community. The Board is very supportive of the current president and recognize the difficult challenges and the necessary changes that are occurring under the new president's leadership.

2.B. The Vice President for Marketing, Advancement and Community Relations reports that the entire website is being reviewed with a special emphasis on the website's appeal to prospective students. In addition, all program brochures are being revised. As the college prepares for its comprehensive visit, it is also aware of the need to include all faculty members and their credentials in a public space (website/catalog).

The college catalog is undergoing careful revision, and the college is in process of hiring a new registrar with responsibility for administering and publishing academic regulations that would appear in the catalog. The previous registrar recently resigned. The college recently hired the former Dean of Enrollment Management at Rio Grande and former Registrar as a consultant to help redesign the Registrar's office including the creation of a procedures manual for the Registrar's Office. The consultant completed an external review of the Registrar's Office and provided an excellent report with a series of recommendations to improve the Office.

In reviewing the current website and the catalog, the team concluded that the college presents itself accurately. The programs, costs, control, and accreditation relationships and other significant information is included to assist students making informed decisions.

A2. Statement of Focus (if applicable):

Criterion Three. Teaching and Learning: Quality, Resources, and Support -- The institution provides high quality education, wherever and however its offerings are delivered.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

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

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.

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

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

B2. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

3.A. Hocking College offers the Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of Individualized Study (AIS), and the Associate of Technical Studies, (ATS) degrees in 26 certificate and 64 associate programs. The program areas are appropriate for community and technical colleges. The college continues the process to explore establishing new programs that are in demand and terminating programs that are no longer viable and have low enrollments. The college has not offered any new programs in the past seven years

In response to HLC guidelines on appropriate faculty credentials and the need for a review process, the president commissioned a Faculty Credential Review Committee in May 2015. During this review process, two faculty members, graduates of Hocking College, had not obtained the necessary credits for their degrees. To ensure the integrity of all degrees, a more comprehensive process focused on all degrees awarded between 2010-2014. All degree recipients' transcripts, showing fewer than 30 quarter hours (or 20 semester hours) taken at the college and therefore not meeting the graduation residence requirement, were pulled. From this second level of analysis, 26 graduates did not appear to have met residency requirements, and this number was then self reported in December 2015 to the Higher Learning Commission.

The military advisor, in reviewing the 26 transcripts, was able to determine that 13 graduates had met the residency requirement (15 quarter hours) in place for students in "special programs." For these 13 students, the special program was the College at Work program for active military. The other 13 transcripts did not meet the 15 quarter hour rule. All 13 students who did not meet the residency requirement were contacted with the opportunity to complete the credits necessary for graduation. To date, 4 have responded and 4 are following through on earning credits to graduate.

A peer reviewer from the Higher Learning Commission also reviewed all 26 transcripts, and concurred with the analysis from the military advisor. However, as part of this continuing review process, Hocking College is reviewing its prior learning assessment procedures and related documentation. Until the spring 2016, advanced credit was a de-centralized function, with academic departments awarding credit for life and work experiences with some inconsistencies and in some cases with limited documentation. Currently, all departments are being asked to review all student records for assuring students' portfolios are up to date and complete.

Going forward, the college is implementing a rubric for advanced standing evaluation and a well-documented cross-walk of certifications and trainings that would be accepted for academic credit. The importance of these corrective actions cannot be underestimated, as Hocking's integrity of academic credit depends on this type of formal review of past advanced standing credit and implementation of a consistent and well-documented evaluation process.

### 3.B. See the response 4.B on Assessment

The Ohio Association of Community Colleges has initiated a Student Success Leadership Institute (SSLI) which includes curriculum in the following six focused areas: structured pathway reform, performance-based funding, advising and career counseling, developmental education redesign, use of multiple measures for assessment, and engaging adult learnings. Hocking has joined this initiative designed to improved student outcomes. There is an SSLI/Assessment Committee that is working on this initiative.

3.C. Part of the transformational change occurring at Hocking involves the composition of the faculty itself. At one time, 90% of the faculty were full-time, but because of severe budget constraints due to decreasing enrollment, large number of adjunct faculty members are being hired. It is at once an opportunity and a challenge for the college. As noted in several written comments from faculty presented to the HLC peer reviewers, new adjunct faculty need to understand the institution's history, mission, and special relationship with the communities it serves. New administrators of student service programs need to learn from faculty about programs which worked well in the past to support students. Part of this transformational change involves honoring the past and envisioning the future.

Hocking College has an opportunity to offer a range of support and development opportunities for all faculty and staff. Faculty development opportunities might include: adjunct faculty orientation, forums on good pedagogy, recent trends in academic advising, and a summary of systemic changes affecting higher education in general (such as performance-based funding from the State of Ohio).

3.D. It is important that all faculty and staff share their insights and successes. It is critical for the future health of the college that everyone's past contributions be honored, and that the current reality be understood in the context of the sweeping enrollment and budgetary changes affecting Hocking College.

In supporting student learning, the college provides tutoring services in different formats, such as, one-on-one, group tutoring, and lab tutoring. The tutors participate in an orientation training course. Tutoring is available for many of the courses offered at the college. Students reported that faculty are also available and are very willing to assist students who are having difficulty in the classroom.

Students are required to participate in HC Cornerstone (GS 1000) - Hocking's First Year Experience course designed to promote student success. The one credit hour course covers a multitude of topics that prepare students to become active learners.

A3. Statement of Focus (if applicable):

Criterion Four. 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.

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

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

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

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.

B3. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

4.A. Hocking College is in the process of undergoing a transformational change that will result in a much stronger institution. One aspect of the change is breaking down silos that existed in the past and establishing a more collaborative approach. Additionally, the college is "right sizing" itself. The number of faculty were reduced in programs that had an excessive number of faculty. For example, the college had approximately 15 English faculty, and it was impossible to find full teaching loads for them. In addition, the college reviewed the credentials of faculty and released those faculty who did not have the required credentials.

Part of this transformational change involves a renewal of a commitment to 1) portfolio-based assessment, 2) a revised program review format, 3) an adherence to a student probation policy, and 4) actions taken as a result of a 2013 campus climate survey.

Student Probation Policy: The College has a student probation policy, but it was not followed. The current administration is committed to following the institution's policies and establishing policies that have been developed by the college. The administration is changing the culture of the institution from one of laissez-faire to becoming proactive in its actions.

The College established an Academic Affairs Committee that provides guidance and recommendations on academic matters. The committee is comprised of Deans, Department chairs,

and faculty. The committee is responsible for evaluating program reviews, developing new and enhancing current academic programs, developing and revising academic policies and procedures, and advancing faculty development initiatives. This is a relatively new committee that will ensure the integrity of the academic programs.

The college is in the process of revising the current program review format. With the major changes that have occurred at Hocking over the past several years, the program review cycle has not received the needed attention. The faculty and administration are keenly aware of the situation and have established goals to complete program reviews in a timely manner.

4.B. Hocking has joined the HLC Assessment Academy and is completing its first year in the Academy. The college has developed a "Plan for Assessment" that addresses assessment at the course and program levels, co-curricular and institutional assessment. The plan focuses on technical and career preparation that prepares students for the workplace, general education courses that support the technical programs and prepares students to transfer, and developmental courses to prepare students in math, reading, and writing skills.

The assessment program had been redesigned from using portfolios and had adopted, NOCTI, at the direction of a past president. It is now following the current (portfolio) model. The Assessment Committee understands the importance of completing the loop and will complete this critical part of the assessment process. The college uses LiveText as a repository for collected assessment data.

4.C. In 2013, the Campus Climate Committee conducted a comprehensive survey of college employees designed to identify areas related to employee engagement and social well-being of the college. The resulting action plan to improve campus climate was revised, and the implementation of the action plan will begin. Areas of improvement include 1) improved communication, 2) professional development, 3) performance evaluation, (employee recognition) and (visibility of leadership). The progress of the plan will be reported to The Partnership. The implementation of the plan for the improvement of the campus climate should be viewed as a positive step in bringing about the transformational change.

Other positive indicators for Hocking College include the students' description of their faculty as outstanding, an enrollment decline that appears to be abating, a shift in enrollment focus from admitting to retaining and graduating students, and the restructuring of a key academic committee, which provides structure for policy and program review.

The students indicated that the faculty are committed to providing the education experiences and knowledge to ensure their success upon graduation. The students also indicated that many of the programs were recognized nationally as being outstanding.

The enrollment decline continues to be a major concern of the college. In examining the enrollment trends at Ohio's other community college, there has been a decline at almost all the schools. At Hocking College this year, the fall enrollment is projected to increase. There is a new marketing director, and the marketing materials are program based. The enrollment focus has also shifted from increasing numbers of new students to increasing the graduation rate of the students. Additionally, a number of new programs are being developed that should increase enrollment. No new programs had been established for the past seven years.

It should be noted that Hocking College is one of the few community and technical colleges and the only one in Ohio that has residence halls. As a result, student enrollment is not limited to the local area.

A4. Statement of Focus (if applicable):

Not Applicable

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

B4. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

A5. Statement of Focus (if applicable):

Not Applicable

Note relevant Criterion, Core Component(s) or Assumed Practice(s):

B5. Statements of Evidence (check one below):

- Evidence demonstrates adequate progress in the area of focus.
- Evidence demonstrates that further organizational attention is required in the area of focus.
- Evidence demonstrates that further organizational attention and HLC follow-up are required.
- Evidence is insufficient and demonstrates that HLC sanction is warranted.

Evidence:

**6. Other Accreditation Issues:** (If applicable, list evidence of other accreditation issues.)

It is helpful in describing the current culture at Hocking College to take the long view from previous Higher Learning Commission reports on how the college has changed, and how it has stayed the same. Since the 2001-2002 team visit, the college has had three presidents, a turnover of board members, a 50% decline in enrollment (2010-2014), a switch from AQIP to a Standard Pathway (calling for more careful monitoring by the Higher Learning Commission), and a looming \$4.4 million dollar debt. During the last year, low-enrollment programs have been cut; full-time faculty retired or dismissed. During the last month, faculty voted no confidence in the current president and vice president for academic affairs.

Amid all the changes, the Higher Learning Commission continued to visit the college, issued reports, responded to reports and generally gave advice on key issues apparent in Hocking College's culture. For example, the 2011 Assurance Report called for a monitoring report and a focus visit to evaluate governance



and administrative structures and processes and to focus on communication within the College. One statement in the 2013 Focus Visit is still very pertinent today:

“b) While there have been discussion regarding the concept of shared governance, there does not appear to be a common working definition and understanding of “shared governance” between faculty/staff and the administration. Conversations with all groups reveal differing perspectives, and this has contributed to continued communication issues.” (Hocking College Focus Visit Team Report, 2013)

The most recent visit to Hocking College was in April 2016, with a focus on academic integrity and issues of shared governance. Peer reviewers met with dozens of people in many different meetings and heard common mutual goals, often described with different terminology and with different intent. Board members realize how important Hocking College is for the community and are resolute in the college being viable into the future. Faculty – many with the most institutional history – remain committed to their programs and the impact these programs have on the lives of their students. Students revere their faculty and the importance of Hocking College in their lives. Administrators, many of whom are new, are eager to make Hocking College a better place. The President and Cabinet – are beleaguered, but are determined to set processes and policies into place and in doing so to assure the financial health and integrity of the institution.

While trust is in short supply right now at Hocking College, mutual goals do exist. The viability of the College and the continuation of its special niche in Southeast Ohio are on the top of everyone’s list. Obviously, there are different perspectives on viability. What does it take to be viable – a different mix of full-time and part-time faculty, new programs, new types of students, continued relationship building with the community and advisory boards, hands-on instruction, quality academic advising... (the list continues)? And there are different takes on how this viability can be assured in an environment of constraints – state pressure on reducing credit hours for graduation, performance based funding, increasing regulation calling for more administrative support, etc. It is clear that if Hocking continues to do the same things as from the past – while well-done and well-received – the college will achieve the same results - enrollment and financial decline.

The peer reviewers encourage all groups at Hocking College to consider this issue of Hocking College’s viability in the context of honoring the past and envisioning the future. Part of this encouragement stems from the fact that the peer reviewers enjoyed meeting with all the different groups, gaining different perspectives, and want to see the college flourish. The other reason is perhaps more prescriptive. The Higher Learning Commission will be sending a team of peer reviewers in one year for a Comprehensive Visit, and they will want to see progress after 15 years of encouraging better communication among groups at Hocking College.

## Part B: Recommendation and Rationale

Recommendation:

- Evidence sufficiently demonstrated. No HLC follow-up recommended.
- Evidence demonstrated. HLC follow-up recommended.
- Evidence insufficient. HLC sanction warranted.

**Rationale for the team’s recommendation:**

Hocking College has experienced a number of significant challenges during the past two years. These

challenges include hiring a new president and vice president for academic affairs, a change in the membership of the Board of Trustees, a significant decline in enrollment, a budget deficit of 4.4 million dollars, the reduction of faculty and staff, the identification of faculty who did not meet the required credentials for continued employment, and the discovery of students who were graduated by the college without meeting the institution's graduation requirements.

The team found that the college has turned these challenges into opportunities by bringing about a transformational change. The budget deficit has been eliminated, due in part to the reduction of faculty and staff, and careful financial management by the vice president of financial services and the president, both of whom have strong accounting backgrounds. The reduction in personnel was needed to right size the college.

Many of the policies and procedures have been enforced, revised, or newly established and are designed to increase enrollment and improve the retention and graduation rates. The student loan default rate has been decreased from 30 percent to 21.5 percent. The process of certifying students for graduation has been revised, and the new process will ensure students have met the institution's requirements for graduation.

The administration has established an Academic Affairs Council and The Partnership, comprised of administrators and faculty, to improve communications and to establish a strong climate of shared governance.

The team believes Hocking College has adequately addressed the concerns expressed by Higher Learning Commission, and that the administration will continue to be proactive for continuous improvement. Hocking's next comprehensive evaluation will occur March 13, 2017 and it is expected that the visiting team will see the positive results of the recent changes that have occurred at the college.

**Stipulations or limitations on future accreditation relationships:** If recommending a change in the institution's level for review of future changes (locations, programs, delivery, etc.), state both the old and new level and provide a brief rationale for the recommended change. Check the Institutional Status and Requirement (ISR) Report for the current wording. (Note: After the focused visit, the institution's stipulations should be reviewed in consultation with the institution's staff liaison.)

### Monitoring:

The team may call for a follow-up interim monitoring report. If the team concurs that a report is necessary, indicate the topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that report. (Note: The team should consider embedding such a report as an emphasis in an upcoming comprehensive review in consultation with the institution's staff liaison.)

The team may call for a follow-up visit. If the team concurs that a visit is necessary, indicate the type of visit, topic (including the relevant Criteria, Core Components or Assumed Practices), timeline and expectations for that visit. (Note: The team should consider embedding such a visit as an emphasis in an upcoming comprehensive review in consultation with the institution's staff liaison.)

**Interactions with Institutional Constituencies and Materials Reviewed:** List the titles or positions, but not names, of individuals with whom the team interacted during the review and the principal documents, materials and web pages reviewed.

President  
President's Cabinet (9)  
Vice President for Academic and Student Affairs  
Vice President for Financial Services  
Vice President/Chief Operating Officer/Associate Chief Financial Officer  
Vice President for Advancement, Marketing and Community Relations  
Associate Vice President for Human Resources, Campus Relations, and Diversity  
Chief of Staff  
Director, Enrollment Management and Students  
Director, Retention, Completion, and IR  
Director, Academic Services  
Director, Assessment  
Executive Director, Financial Aid  
Director of Administrative Services  
Director of Special Programs  
Director of Secondary Partnerships  
Registrar's Office  
Manager of Physical Plant  
Dean, School of Natural Resources  
Dean, Art, Business and Sciences  
Dean, Health and Safety  
Student Success Advocate, Military Veterans  
Consultant on Enrollment Management  
Open Faculty Meeting (20)  
Open Staff Meeting (19)  
Open Student Meeting (35)  
Board of Trustees (6)  
SSL/Assessment Committee (19)  
Directors and Supervisors (20) Directors and Supervisors (20)

Materials Reviewed:

Hocking College Portfolio Rubric  
Hocking College Prior Learning Award Policy  
Hocking College Letter to GS2200 Students  
Hocking College Letter to Students Not Enrolled  
Hocking College President's Report to the Board of Trustees  
Hocking College President's Letter for Focus Group Team  
Hocking College Board of Trustees' Action on Presidential Authority  
Hocking College Review of 13 Non-degrees  
Hocking College Degrees Awarded without Meeting Graduation Requirements  
Hocking College Audit Analysis for Select Military Students  
Hocking College Directory 2016  
Hocking College Contact Listing  
Hocking College Website  
Hocking College Plan for Assessment  
Hocking College 2010-2015 Strategic Plan  
Hocking College Catalogs, 2015-16, 2013-14, 2011-12  
Hocking College Policy Manual 2011

Hocking College Student Affairs Website  
Hocking College Human Resources Manual  
Hocking College Program Review Document  
Hocking College Attendance and Administrative Drop Policy  
Hocking College Student Success Leadership Institute (SSLI): Project Description  
Hocking College External Review of the Registrar's Office  
Hocking College Minutes to the Academic Affairs Committee  
Hocking College Action Plan to Improve Campus Climate  
Hocking College Hardwiring Student Success at Hocking  
Hocking College Letter from Student  
Summary of Faculty Issues Shared by the Faculty to the Visiting Team  
HLC Hocking College SAS Status 2016  
HLC Hocking College Institutional Update Survey 2014-15, 2013-14  
HLC Hocking College Report of Comprehensive Evaluation Visit 2011  
HLC Memo to IAC Recommending Focus Visit 01.16.16  
HLC Instructions to Hocking College on Subjects for Focus Visit 03.18.16  
March 2015 Report to the Board of Trustees  
2015-2016 Program Review Document  
Attendance and Administrative Drop Policy  
Student Success Leadership Institute (SSLI): Project Description  
External Review of the Registrar's Office  
Minutes to the Academic Affairs Committee  
Action Plan to Improve Campus Climate  
Hardwiring Student Success at Hocking  
Total Headcount Enrollment by Institution and by Campus - Fall Term 2005-2014 - Prepared by the Ohio Department of Higher Education  
Letter from Student  
Summary of Faculty Issues Shared by the Faculty to the Visiting Team  
Ohio Department of Higher Education--Total Headcount Enrollment by Institution and by Campus - Fall Term 2005-2014





**STATEMENT OF AFFILIATION STATUS WORKSHEET**

**INSTITUTION and STATE:** Hocking College OH

**TYPE OF REVIEW:** Focused Visits

**DESCRIPTION OF REVIEW:** A Focused Visit in Spring 2016 on academic integrity of educational programs.

**DATES OF REVIEW:** 04/04/2016 - 04/05/2016

No Change in Statement of Affiliation Status

**Nature of Organization**

**CONTROL:** Public

**RECOMMENDATION:**

**DEGREES AWARDED:** Associates, Certificate

**RECOMMENDATION:** No Change

**Conditions of Affiliation**

**STIPULATIONS ON AFFILIATION STATUS:**

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

**RECOMMENDATION:** No Change

**APPROVAL OF NEW ADDITIONAL LOCATIONS:**

Prior Commission approval required.

**RECOMMENDATION:** No Change

**APPROVAL OF DISTANCE EDUCATION DEGREES:**

*Recommendations for the  
STATEMENT OF AFFILIATION STATUS*

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

**RECOMMENDATION: No Change**

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**ACCREDITATION ACTIVITIES:**

Monitoring, Focused Visit: 04/04/2016  
A Focused Visit in Spring 2016 on academic integrity of educational programs.  
Multi Campus Visits, Multi Campus Visit: 2016 - 2017

**RECOMMENDATION:**

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Multi Campus Visits: 2016 – 2017  
Comprehensive Evaluation Visit: March 13-14, 2017

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**Summary of Commission Review**

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**YEAR OF LAST REAFFIRMATION OF ACCREDITATION:** 2011 - 2012

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**YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION:** 2016 - 2017

**RECOMMENDATION: No Change**

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**ORGANIZATIONAL PROFILE WORKSHEET**

**INSTITUTION and STATE:** 1840 Hocking College OH

**TYPE OF REVIEW:** Monitoring: Focused Visits

**DESCRIPTION OF REVIEW:** A Focused Visit in Spring 2016 on academic integrity of educational programs.

No change to Organization Profile

**Educational Programs**

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	64
Bachelors	0
Programs leading to Graduate	
Doctors	0
Masters	0
Specialist	0
Certificate programs	
Certificate	49

**Recommended Change:**

**Off-Campus Activities:**

In State - Present Activity  
Campuses:  
Perry Campus - New Lexington, OH

Additional Locations:  
Hocking College Energy Institute - Logan, OH

**Recommended Change:**

Out Of State - Present Activity

## **ORGANIZATIONAL PROFILE WORKSHEET**

Campuses: None.

Additional Locations: None.

### **Recommended Change:**

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Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

### **Recommended Change:**

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#### **Distance Education Programs:**

Present Offerings:

Associate 52.1908 Business and Personal/Financial Services Marketing Operations Business Management and Entrepreneurship Internet

Associate 52.0302 Accounting Technology/Technician and Bookkeeping Accounting and Financial Services Internet

Associate 24.0102 General Studies ATS in Accounting and Military Science Internet

Associate 24.0102 General Studies ATS in Business and Military Science Internet

Associate 24.0102 General Studies ATS in Human Resources in Military Science Internet

Associate 24.0102 General Studies ATS in Logistics Supply in Military Science Internet

Associate 24.0102 General Studies ATS in Construction Management & Military Science- Carpentry Internet

Associate 24.0102 General Studies ATS in Military Emergency Medical Services Internet

Associate 24.0102 General Studies ATS in Fire Management & Military Science Internet

Associate 24.0102 General Studies ATS in Military Food Service Management Internet

Associate 24.0102 General Studies ATS in Military Heavy Equipment Management Internet

Associate 24.0102 General Studies ATS in Military Police Science Management Internet

Associate 24.0102 General Studies Construction Management and Military Science-HVAC Internet

Associate 24.0102 General Studies Construction Management and Military Science - Electrical Internet

Associate 24.0102 General Studies Military Network Systems Management Internet



**ORGANIZATIONAL PROFILE WORKSHEET**

**Recommended Change:**

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**Correspondence Education Programs:**

Present Offerings:

None.

**Recommended Change:**

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**Contractual Relationships:**

Present Offerings:

None.

**Recommended Change:**

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**Consortial Relationships:**

Present Offerings:

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

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

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

Associate 15.1103 Hydraulics and Fluid Power Technology/Technician AAS and Certificate Industrial Process Operation Technology

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

**Recommended Change:**

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