

Faculty Resource Guide

2017-2018

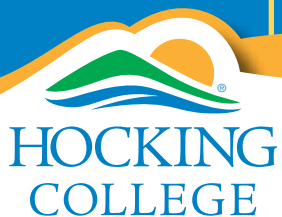


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Hocking College Mission

We serve as a pathway to prosperity, teaching and inspiring all who seek to learn; growing careers and changing lives.

Academic Advisor Help Guide

Weeks 1 & 2



- Introduce yourself and let them know your office hours and encourage them to come see you.
- Encourage students to come see you for a registration review if they have not done so already.
- Remind advisees that the last day to withdraw or drop a class for 80% refund is _____.



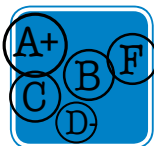
Weeks 3 & 4

- Remind students of the upcoming All Hocking Learning Day
- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.
- Remind eligible student of the graduation application deadline which is _____.



Weeks 5 & 6

- Explain the college requirements and requirements for the specific major they have chosen ensuring a good fit.
- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.



Weeks 7 & 8

- Help advisees draw up an outline of approve courses extending beyond the current year. (SEP)
- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.



Weeks 9 & 10

- Go over midterm grades with students. Explore their strengths and weaknesses, particularly as they relate to their intended major.
- Remind students that the last day to drop or withdraw from a class is _____.
- Remind students of upcoming All Hocking Learning Day on _____.



Weeks 11 & 12

- Check advisees' academic progress in their classes. Refer them to the appropriate office for help.



Weeks 13 & 14

- Help your student select classes and register or apply for graduation.
- For graduating advisees, discuss career options and goals. Collect contact information from graduates and encourage them to keep you posted on their progress into a career.



Weeks 15 & 16

- Make sure advisees are registered for their Spring classes or have applied for graduation.
- Complete "Stay" Interview

Academic Advisor Guidelines

- Faculty's week's work will include advising hours. Office hours are meant to offer assistance to students in your classes – time when you should be easy to locate. Office hours must be posted on Google Calendar. Advising appointments must also be posted on Google Calendar.
- Meet in person with advisee regularly each semester. Use your Google Calendar to set up advising appointments. This allows time to advise each student (and keeps lines from forming). Advising slots can set up on your calendar so that advisees can sign up to see you.
- Communicate regularly with advisees via email/phone.
- Respond to advisee inquiries in a timely fashion.
- Keep a file for each advisee so you can document meetings and outcomes. Keep copies of work completed and agreements during meetings or emails.

Must:

- Make sure advisee knows how to plan and schedule classes. Do not just do this work for them. Ensure that each advisee understands how to check graduation progress via web advisor.
- Follow chain of command – make it clear that students must go to their advisors FIRST – if problem cannot be resolved, students and advisor schedule a time to meet with the Department Chair and then Dean (as needed).
- Encourage early registration (to get the classes needed).
- For 2nd year students, require student to bring transcript and graduation evaluation so you can check and document progress using the Curriculum Checklist. Keep a copy of this in the advisee file.
- Must complete a course substitution or waiver at the time it is agreed upon (must be submitted to the dean after the student has completed the substituted class with a “C” or above). Do NOT wait until the final graduation analysis.
- Assist student with any Applications for Special credit and submit to the appropriate department for approval.
- Each advisor must have all paperwork in order and submitted (graduation evaluation, course substitutions, course waivers, all special credit or transfer credit) prior to the final graduation approval.
- Complete any Course Substitution or Waiver forms and submit these along with the reviewed Grad Analyses to the program supervisor.

Probation Intervention Plan for Faculty Advisors

Week 2-3:

- Complete Action Plan Contract with the student
- Set up a bi-monthly meeting schedule for the student
- Review the academic Probation Policy and GPA requirement for the current semester.

Week 4-5:

- Email all of the student's instructors, informing them of the student's probation status and remind them the student must earn an overall GPA of 2.25 during the current semester to remain in college.
- Respond to feedback from instructors as needed.

Week 6-7:

- Schedule the student for the appropriate classes next semester.
- Check in on their current standing in each course.

Week 8-9:

- Make an appointment with Financial Aid for the student.
- Ensure the student meets with Financial Aid to check on their status and course completion percentage requirements.

Week 10-11:

- Review Midterm Grades
- Discuss corrective action as needed.

Week 12-13:

- Determine the GPA needed for removal from Academic Probation using the GPA calculation tool. The needed GPA will vary depending on the number of credits earned.

Cumulative Credit Hours	1-16	17-31	32-52	53+
Minimum Cumulative GPA	1.5	1.8	1.9	2.0

Week 14-15:

- Inform of likely status next term i.e. probation, suspension, or good standing.
- Discuss options for moving forward. If the student is suspended, discuss what they could do during suspension and review the process for re-admittance following their 2 semesters of suspension.

Academic Affairs Committee

Purpose

The Academic Affairs Committee provides guidance and recommendations on activities that support the academic mission of Hocking College. The Academic Affairs Committee will convene as needed and function as a consensus building advisory group whose work includes, but is not limited to, the articulation of the academic mission, enhancing the quality of academic programs, considering new academic programs and significant modifications in existing academic programs, program review evaluation, policy and procedures development/revisions, fostering faculty development and other faculty priorities.

Campus-wide input and involvement is encouraged. Faculty are welcome to request agenda items to be placed on the committee schedule. Forward all requests to the Administrative Assistant to the Vice Presidents.

Membership

The Academic Affairs Committee will consist of seven standing members and six rotating members serving two-year appointments:

Standing Members

Vice President of Academic and Student Affairs
Dean, School of Natural Resources
Dean, Art, Business, and Sciences
Dean, Health and Nursing
Commander, Public Safety Services Registrar
Department Chair (1) – School of Natural Resources
Department Chair (1) – School of Arts, Business and Science
Director of Institutional Effectiveness and Planning
Program Director/Commander (1) – School of Health and Safety

Rotating Members

Faculty, School of Natural Resources
Faculty, Arts, Business, and Sciences
Faculty, Health and Safety

Academic Grade Appeal Process

Academic grade appeals consist of complaints from students concerning final grades given. The Appeals Process is available only for final grades not for an individually graded assignment. When a student believes that his or her academic performance has been unfairly or improperly graded, the first recourse will be communication with the faculty member in an attempt to resolve the complaint. A student appeal of a final grade must be formally initiated within two weeks of the grade being posted. Students should understand that the burden of proof is theirs to demonstrate. Please visit the College web site for more appeal information:

www.hocking.edu/studentaffairs/academicappeal.

Academic Probation

Academic Probation and Academic Suspension Policy

Academic Probation:

Satisfactory academic progress is maintained by meeting or exceeding the levels indicated in the table below. Academic Probation is determined by comparing the student's cumulative grade point average with the total registered credit hours.

Cumulative Credit Hours	1-16	17-31	32-52	53+
Minimum Cumulative GPA	1.5	1.8	1.9	2.0

- Students who fail to meet the standards will be placed on Academic Probation.
- Students will continue on Academic Probation until the cumulative grade point average reaches the appropriate level for the cumulative credit hours as shown in the table above.
- Students will continue on Academic Probation by maintaining a grade point average of at least a 2.25 during the term of Academic Probation.
- Students may be removed from Academic Probation only by meeting or exceeding the appropriate cumulative grade point average indicated in the standards above.

Academic Suspension

- Students on Academic Probation who do not show academic progress (2.25 G.P.A. for term) will be placed on Academic Suspension
- Students on Academic Suspension are suspended for at least 2 semesters.

Reapplying to Hocking College after Academic Suspension

Students seeking re-admission to Hocking College after being academically suspended must:

- Submit a new admissions application
- Participate in a hearing to determine academic readiness to return.

If re-admission is granted, students are re-admitted on Academic Probation and must meet the academic goals presented in re-admission process.

All actions related to Academic Probation and Academic Suspension will be recorded on the student's permanent academic record (Hocking College transcript).

Important Note:

- The Academic Probation/ Suspension Policy is independent of the Hocking College Satisfactory Academic Progress (SAP) Policy as it pertains to financial aid. At the end of each semester, your SAP status is reviewed the Financial Aid Department to determine your financial aid eligibility.
- The academic year consists of 3 semesters - Summer, Autumn and Spring.

Right of Appeal for Academic Suspension:

Students placed on Academic Suspension for the first time have the right to appeal for extenuating circumstances such as:

- Medical Issues
- Disability issues

Academic Success Center

The Academic Success Center is located in the first floor of Davidson Hall. The Academic Success Center houses the Testing Center, Library services, The Access Center, TRIO, tutoring services, and guided study programs. It provides a space to form learning communities and also provides services to help students succeed.

<https://www.hocking.edu/academic-support>

All Hocking Learning Day

This day is created for institutional learning and engagement for the entire Hocking community. All full-time faculty and staff along with students are expected to attend. Adjunct instructors are not obligated to attend, but are welcome. Please be aware that day classes are cancelled; however, evening classes (those that begin at or after 5pm) will meet as scheduled.

Attendance Policy

Students are expected to attend all classes to ensure academic success. Instructors will report attendance in each class using the following categories: Present, Absent, Absent Excused and Late. Attendance will be reported and/or updated each week by Sunday at midnight.

Failure to attend will result in the following:

- Following the 15th calendar day of the semester, a student who has never attended a course(s) will be Administratively Dropped from the course(s).
- 16 - week courses
 - Upon the 4th absence, a student will be Administratively Dropped from the course(s).
- 8 - week and online courses
 - Upon the 2nd absence, a student will be Administratively Dropped from the course(s).

Course Length	Administratively Dropped Upon
16-week courses.....	4th absence
8-week and online courses	2nd absence

Any student dropped from all courses due to non-attendance will be Administratively Withdrawn from the institution. The College is not responsible for the student's failure to follow the official withdraw policy. If the student's intention is to not attend Hocking College, it is his/her responsibility to notify the Registrar's Office to officially withdraw from the institution.

Students will be responsible for tuition and fees according to the refund policy.

Important notes:

- Any adjustments in your course registration may impact financial aid and your time to graduation. It is recommended that students speak with the Financial Aid Office and Academic Advisor.
- Specialized courses offered as a module course(s) - less than 8-weeks - will not be administratively dropped or withdrawn according to this policy. The student is responsible to drop any module course(s) through the Registrar's Office.

Book Orders

All books listed on syllabi are only subject to change through approval by the Dean of the appropriate department.

- Any proposals for new textbook adoption or textbook changes should be submitted to Department Chairs to be approved by the dean.

Catalog in Force Policy

Requirements for a student to complete a degree are based initially on the Hocking College catalog/curriculum which is in force at the time of the student's first term of credit enrollment. When a student stops attending, he/she is no longer considered an active student. Once a student is inactive for one academic calendar year or two consecutive semesters, upon re-admission to the College, the student will begin the program under the most current Hocking College catalog/curriculum.

For the purposes of this policy, an academic calendar year is considered two semesters Autumn & Spring.

The student must demonstrate extenuating circumstances while also explaining what has changed as a result of those circumstances that can now contribute to continued success. Failure to provide appropriate documentation will result in a denial of the appeal.

To appeal students must:

- Complete the Student Appeal for Academic Suspension form.
- Appeals must be submitted to the Director of Academic Services - Davidson Hall, Room 113 by 10 a.m. Wednesday before the term begins.

Students will be scheduled for a meeting with the Student Success Committee as quickly as possible to review your appeal.

A student who has successfully appealed an academic suspension will be continued on Academic Probation. If the student does not meet the minimum semester GPA of 2.25 during the next term of enrollment, he or she will automatically be suspended.

College Completion Plan 2016-18

Purpose of the Completion Plan

We view this completion plan (Appendix A) as roadmap for implementing the mission of this institution. We believe passionately in this promise to our students and our community. These initiatives focus on the drive to assure that every student has every chance of success through social and economic advancement. For those students who have stood before closed a door time and time again, we believe that education is the key to open those doors, and we want to make good on our promise to provide those keys to our students and to our community.

Gathering Information

The team gathered information through many avenues. Through attending the SSLI meetings, the team gleaned a tremendous amount of information from other two-year institutions. Our SSLI coaches from Sinclair Community College and Data Team coach from Zane State kept us focused and shared strategies that were successful at their institution. We also gathered best practices from the campus community through a survey focused on advising and engaging students. This questionnaire was used to strategize ways to integrate students into the campus life of Hocking College and to help them progress through coursework and complete their educational goals.

Also contributing to this plan is our ongoing work with Ruffalo Noel Levitz to create a strategic enrollment plan that touches on improving student services and academics. Strategic enrollment planning (SEP) is defined as an information-based and ongoing process that identifies, evaluates, and modifies strategies and enrollment goals to effectively connect mission, current state, and changing environment to long-term enrollment and fiscal health. Strategic planning aligns the organization

with its environment in order to help ensure stability, survival and excellence. The strategic enrollment planning process uses four phases: data analysis, strategy development, goal setting, and implementation. This project began in December 2014 with large scale committee work which included faculty, staff, directors and administrators. These large committees identified points of failure and potential areas of improvement. A smaller team has been meeting regularly to pinpoint specific strategies to connect, engage and complete students.

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Course Syllabus Submission Procedure

Please use the Course Syllabus Template to develop, revise or edit your current Course Outline/Evaluation of the Learner document. In some cases with courses taught by multiple instructors, the syllabus will need to be developed with input from all instructors.

Due Date: Friday before the start of the term.

How to Submit:

1. Save in .doc format.
2. Upload to the appropriate drop box on the Department LMS page.

Disabilities Notice

In conformance with the Americans with Disabilities Act of 1990, Hocking College will make reasonable accommodations to its practices to assure nondiscrimination on the basis of disability. The Access Center/Office of Disabilities Services in **DVD 114** is dedicated to serving the various needs of individuals with documented disabilities and to promoting their full participation in college life.

Discover Hocking/Showcase/Quick Start

Discover Hocking

Discover Hocking is an opportunity for prospective students to experience campus and learn what the college has to offer. The event includes admissions information, housing and financial aid advice, a campus tour and time to interact with faculty. Individual time with financial aid and admissions representatives is available at the end of the day. They are high in demand and reservations are required.

The Hocking Showcase

The Showcases, the most popular visitation event, allows students to immerse themselves in our programs. It is an opportunity for the department to promote our technologies, assist in recruiting efforts and highlight the unique educational opportunities we provide to our students. Faculty representatives are required to create a hands-on experience that allows guests to engage while learning about your program.

Quick Start

Quick Start is Hocking College's registration event. These events are hosted prior to the start of each semester. The program is approximately 3-5 hours in length. Students must bring a photo ID to register. Students under the age of 18 must have a parent or legal guardian present. Payment source (FAFSA, scholarships, payment plan or personal payment) need to be in place. During these events students can:

- Apply for Admission
- Complete the application for financial aid (FAFSA)
- Evaluate transfer credits
- Register for classes

Finding a Substitute for your Class

Please adhere to the following steps to help ensure that your class is covered appropriately and the substitute is paid:

1. Discuss your absence with the supervisor of your area to determine if a substitute is necessary.
2. The supervisor may assist in arranging the appropriate substitute for your class.
3. Fill out the appropriate leave time with the correct number of hours.

Grade Change Procedure

- Obtain a copy of the form from department office or the Department LMS page.
- Fill the form out completely. (It slows the process down if all of the information is not there.)
- Send the completed form to the supervisor to be signed.

Grade Submission

- Due dates for reporting grades will be communicated via email and/or Hocking Google Calendar.
- When due, log on to Web Advisor. Click on “Faculty.” There you will find “Grading.”
- For Midterm grades, please enter a letter grade unless the course is an ‘S/U’ course.
- For Final grades, please enter a grade for every student, even if they have not been attending.
- When entering an “Incomplete” (“I”), please also enter an end date (commonly 8 weeks of the following term).

Human Resources Additional Information

For Human Resources information regarding any of the following, please visit www.hocking.edu/humanresources:

- Hocking College Employee Handbook
- Professional Bargaining Union Contract
- Employee Benefits
- Accident-Health Report
- Online Leave Request directions
- Staff Scholarship forms

For information about setting up email, LMS, or WebAdvisor, please visit: www.hocking.edu/technology/helpdesk

Incident Report

If a staff member encounters an imminent threat where bodily injury could occur to the student or any other person, Campus Police (ext. 6598) should be notified immediately. Any information received via emails, listservs, course content, LMS postings or any other online networking sources (Facebook, Twitter, etc.) all constitute reliable sources of information that must be reported. Reporting should be made directly to the Behavioral Intervention Team by completing the report forms available on the College website:

publicdocs.maxient.com/incidentreport.php?HockingCollege

Other events or situations that constitute a need for an incident report include cheating/plagiarism, classroom disruption that results in dismissal from the classroom for the day, etc.

If you are unsure if the situation warrants an incident report, speak to your department chair or dean.

Keys, Mailboxes and Office Space

- For a key to a classroom or office, please fill out a Key Request Form, which can be found in Forms on the Intranet, and submit to Chair or Dean.
- Mailboxes will be provided. Please be sure to check them regularly for departmental information, mail, or student communication.
- Office space will be provided along with a computer and telephone. All office moves must be approved by the dean. No specific computer or telephone will be moved unless the new office does not have one. The department secretary will coordinate with facilities and I.T. to “move over” the phone number and any software needs.

LiveText

LiveText is a data collection, analytic, and portfolio tool. It is being used by Hocking College faculty, staff, and students to gather and track data for the improvement of our courses, programs, and departments. This process is referred to internally as assessment. Regular assessment procedures are in place to assure that our institution maintains high academic and institutional quality thus retaining our accreditation.

LiveText Technical Support

support@livetext.com or **866-LiveText (866-548-3839)**

Help for LiveText

In addition to the live support email / number given above, LiveText offers many explanations and tutorials for faculty/staff, students, and administrators. To access the help area first login to LiveText and click the word “Help” in the upper right-hand corner of the screen. Select your role then, browse the Support Topics, FAQ section, or Training Resources to identify the area in which you need assistance. These sections include the basics through advanced features. There is also a calendar of complete calendar of complementary online trainings.

Mileage Reimbursement

- Please submit your Mileage form at Midterm and at the end of the term.
- The form must be submitted in 60 days of last day of travel.

VI.O.3. A Bargaining Unit Employee shall be reimbursed for mileage in excess of that incurred traveling to and from their residence to their home campus [*The work location at which the greatest percentage of an employee's duties are assigned.*] in the performance of instructional and/or professional duties. For example: If your home campus is Nelsonville (20 miles from your home) and you are traveling to the Perry campus for class (35 miles from your home), you will deduct the 20 miles which is your normal commuting mileage. In this situation, you will be reimbursed for 15 miles of travel.

LMS Statement

All Hocking College courses are delivered in conjunction with our Learning Management System (LMS). Students and faculty are expected to actively log into their LMS account and subsequent classes on a regular basis. This is done with the same username and password information used for Webadvisor.

Netiquette

Hocking College delivers many courses online, whether wholly or in a blended format. Online communication is expected to be professional and respectful, just as it is in a traditional classroom. However, it is often difficult to judge emotion and intent through text based communication. Please refer to a thorough description of this subject on the Office of Online Learning page located within the Hocking College web site.

Course Content on LMS

(Should be included in all online courses)

Directions: Please use the LMS homepage for your course to upload .pdf files. Do not send them through the LMS news forum. Use the LMS news forum to post messages and updates about attendance, deadlines, and for general communication with students.

- Course Number and Section
- Course Title
- Number of Credits
- Course Prerequisites
- HC Course Syllabus (Upload in pdf format; please use the latest version, signed by Dean)
- Instructor Name (and Brief Bio)
- Instructor Office Location
- Instructor Office Hours
- Instructor Virtual Office Hours
- Instructor Office Phone
- Instructor Email
- Textbooks
 - The following textbooks are required:
 - The following supplemental materials are recommended:
- Additional Course Supplies
- Welcome letter
- Course Technology needs
- Skill Expectations
- Online Course components, with information about how the course proceeds, and the types of evaluations
- Course Policies and Guidelines (i.e., Netiquette Guidelines - a set of practices that help make the Internet experience pleasant for everyone).
- Student Participation Expectations
- LMS Features/ Explanation
 - **Content:** State how students access assignments and content
 - **Discussions:** State your policy here
 - Quizzes: State your policy here
 - Dropbox: Most of your assignments will be submitted through the Dropbox.
 - Grades: Your grades can be found in the Settings section on the left-hand sidebar, etc.
 - Email: State your policy here

- Calendar: In the top left corner of your screen you'll notice a Calendar link. All course lessons and their due dates may be posted in your calendar.
- Class notes, materials, and/or lesson plans for each week
- Quizzes, dropbox assignments, tests, homework

The following support services are provided for students:

- Peer Tutoring
- Hocking College Library is located in Davidson Hall, first floor. Visit: **library.hocking.edu** for more information about hours of operation, database access, circulation policies, and more.
- Technical Support Services
For a technical problem with your computer or a technology-related question, contact the **Helpdesk** for assistance.
Email: helpdesk@hocking.edu
Web: www.hocking.edu/technology/helpdesk

Online Instructor Responsibilities

- Respond immediately to student questions during virtual office hours. Otherwise, respond to email or forum messages with 24 hours.
- Send weekly communication to students through the LMS forum.
- Check to make sure all links, quizzes, assignments, etc. are working properly.
- Follow all copyright laws: <https://www.hocking.edu/it-office-detailed-services>
- Keep track of “attendance” by checking student activity log in reports.

Policy Regarding Honesty

Honesty and integrity are major elements in professional behavior and are expected of each student. This is part of the Success Skill “Maintains a Code of Ethics.” All work is assumed to be your own unless special permission is granted from the instructor or sources are appropriately cited. It is expected that you will be honest in all endeavors related to the completion of this course, just as you must be in all activities at work. The definition of academic misconduct that is provided in the Student Code of Conduct applies to this course and all other courses that you are taking at the College. It is a Code I Offense:

Academic Misconduct refers to dishonesty in examination (cheating); presenting the ideas or writing of someone else's as one's own (plagiarism); knowingly furnishing false information to the college by forgery, alteration, or misuse of college documents, records or identification. Academic dishonesty includes but is not limited to:

1. Permitting another student to plagiarize or cheat from your work,
2. Submitting an academic exercise, written work, project, or computer program that has been prepared totally or in part by another,
3. Improperly acquiring knowledge of the contents of an exam,
4. Using unauthorized material during an exam, to include notes, information, calculators, or other electronic devices or programs during exams or for assignments from which they have been expressly or implicitly prohibited,
5. Submitting the same paper in two different courses without knowledge and consent of all faculty members involved,
6. Obtaining academic material through stealing or other unauthorized means,
7. Falsification of research findings and methodology.

Academic Misconduct is unacceptable behavior in all Hocking College courses. A student observed or found to be engaged in academic misconduct on a test or assignment in this course will be held accountable as described by the Hocking College student code of conduct. A written report of the incident, signed by the instructor and the student, will be submitted to the Campus Judiciaries Office. The Office of Student Conduct will conduct a judicial proceeding with the accused student, resulting in a finding of "In Violation" or "Not In Violation" of the Hocking College Code of Conduct. The outcome of the judicial process will not be used to modify or validate the specific consequence as decided by the individual faculty/program or academic unit, but may be used to determine future Judicial consequences, in demonstrating a pattern of behavior on the part of the student.

Further information pertaining to Academic Misconduct can be found by contacting the Office of Student Conduct or by referring to the Student Code of Conduct found on the Hocking College website:

www.hocking.edu.

Purchasing Materials

- Before requesting a purchase, discuss with the appropriate Department Chair the need for the item(s).
- Fill out the Purchase Request form completely.
- Attach any quotes appropriate for the purchase.
- Once approved by dean, work with the Department Secretary or Office Coordinator to complete the order.

Google Calendar

- Enter weekly schedule of campus presence based on institutional expectations into Google Calendar by Friday prior to 1st day of each semester.
- Please clearly label each block of work time appropriately.
- Personal leave may be marked as “private.”

Information Needed on Calendar:

- Course names (both day and evening)
- Course numbers, including section numbers (ENGL 1510-011)
- Room numbers (JL 252)
- Office hours (6 for full-time faculty)
- Virtual office hours for online courses outside of your work day. (One virtual hour for each three-hour class, per week)

Sick Leave Procedure

1. Contact your Dean or Department Chair.
2. Email all students with a plan for the day and copy to the Dean and appropriate Department Chair on the email. (A post to the News Forum in LMS will automatically be sent to students' email.)
3. Fill out the appropriate forms. (Sick Leave is reported through Web Advisor.) *You MUST claim the full 8 hours of sick time, unless you are returning to or leaving from work on the same day.*

Student Evaluations

- Have a class complete the Student Evaluation before the end of the term.
- Designate a student to collect Evaluations in a labeled manila envelope and submit to department secretary or office coordinator.
- Instructor is not to be present while students are completing the Evaluation.

Student Grievance Due Process Procedures

Due process procedures for the College are located in the current Student Code of Conduct listed as Hocking College Student Grievance Procedures available online under the current student link on the Hocking College website.

Technology and Facility Concerns

- Faculty report technical or facility issues to the appropriate Department Chair via email;
 - Technical issues include problems with computers, phones, software, etc.
 - Facility problems include building maintenance such as heating, grounds, leaks, damaged furniture, etc.
- The Dean reviews the issue and instructs the administrative assistant to generate a ticket.
- Faculty must include the following when reporting an issue:
 - Your name
 - Office number
 - Extension number
 - Email
 - Specific, detailed description of problem
 - If specific software is requested, note the edition/version that is needed

Timesheets

Substitutes, please be aware of the following to avoid delay in pay:

1. Complete timesheets with the correct number of hours. Also indicate the faculty member for whom you are subbing.
2. Timesheets are due every Monday by 10 a.m. Please submit timesheets to the dean by 9 a.m. on Monday.

Uploading your Syllabus to LMS

These directions will guide you through how to submit documents to the Department LMS page.

1. Find and click the appropriate dropbox for the file you need to upload.
2. Click on “Add Submission.”
3. Drag and drop the file into the box.
4. Click on “Save Changes.”

Appendix A: SSLI Campus Completion Plan

Challenge One: Connecting and Engaging New Students

Institutional Goal:

Our goals are to broaden opportunities for students. First, we hope to form early and meaningful connections with new students so that they get off to the kind of strong start that will help ensure a rich educational experience and set the stage for their long-term success. We also believe in our mission to provide meaningful educational services to adult populations who may be looking for new opportunities. To meet our goal we have identified two areas of focus: providing tools and support for students to understand and manage their educational path and increase the number of adult learners ages twenty-five and older.

College Completion Plan 2016-18

Appendix A

Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
1.1 Increase student ability and desire to self-manage their educational path	1.1a Implement Navigate platform 1.1b QuickStart redesigned 1.1c Application communications	Navigate Leadership Team Admissions	Faculty advisors Students	Students will be able to use Navigate platform to self-manage Students will engage with their program advisor Students will understand academic planning requirements Students will explore the Navigate platform prior to arriving on campus	Number of students logging into Navigate Number registered before they leave QuickStart Number of students who attend QuickStart Number of students who build an educational plan	Autumn 2016

Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
1.2 Increase number of adults (age 25+) ready to enter workforce with credentials	1.2a New program development (Water & Wastewater Mgt; Criminal Justice; Agroecology) 1.2b Existing program promotion (EMT, Peace Officer Basics, Timber Harvesting & Tree Care, LPN, Fire Fighting cert., Massage Therapy cert., Office Management & Equipment Operations cert.) 1.2c Online/Hybrid course development 1.2d Compressed scheduling by program	Academic Affairs Committee	Deans/ Chairs Faculty Student Services Marketing	Adult learners will have access to course offerings in a time and modality that meet their needs. Adult learners will have access to programs that align with employment opportunities in the region. The college will align short-term credentials with Title IV funding.	Adult student enrollment Credentials awarded New programs Online and hybrid offerings Time to completion for certificates	New programs pending August 2016 Existing program promotion Spring 2017 Online/hybrid FY2018 Compressed scheduling FY2018

Challenge Two: Student Persistence and Completion

Institutional Goal:

While creating strong connections to the institution and engaging students is an important part of our strategic plan, we also recognize that student progress and completion is the other side of the coin in terms of institutional success. We have identified barriers that prevent students from reaching their goals. In this section, we identified some of those barriers and developed action plans to address how we can help to remove those and allow students to focus on gaining the knowledge they need and getting to the finish line.

Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
2.1 Provide intrusive supports for high enrolled, high failure courses	2.1a Collaborate with faculty to determine improvements (i.e. curriculum redesign, professional development, student supports, etc.) 2.1b Incorporate Academic Success Center resources into the classroom (i.e. supplemental instruction, ANKI)	Student Success Committee	Deans/ Chairs Faculty Academic Success Center	Faculty will engage with best practices in teaching and learning Students will receive just-in-time support Course assessment will improve student learning (close the loop)	Course success rates Community College Survey of Student Engagement Number of students completing programs Faculty feedback	Spring 2017
	2.1c Provide faculty development for active learning/ student engagement classroom strategies & supplemental instruction				Student usage of support services Number of faculty participating in faculty development	

Focus	Strategy What will we do differently?	Leadership Who will lead?	Constituents Who will implement change?	Outcomes What will be our outcome indicator of success? (benefit intended)	Measures How will we measure success?	Timeline What is our timetable?
2.2 Accelerate student completion of developmental education	2.2a Redesign developmental math curricula	Developmental Educational Committee	Faculty	Faculty will engage with best practices in teaching and learning	Course success rates	Math curricula April 2016
Improve success of developmental students within developmental courses and beyond	2.2b Combine two levels of developmental English into one with added support		Student Services	Students will complete developmental education requirements within one year	Community College Survey of Student Engagement	English curricula January 2016
Increase accuracy of placement processes	2.2c Provide faculty development for best practices in developmental curriculum redesign		Testing Center	The college will more accurately place incoming students	Students successfully completing first college-level MATH/ENGL courses	Faculty PD Summer 2017
	2.2d Strengthen placement testing processes & new student communications			Students in developmental writing will work on college-level writing	Faculty feedback	Communications April 2016
	2.2e Incorporate high school grade pt. average as a placement measure			Programs will align the appropriate math pathway for career readiness	Number of faculty participating in faculty development	HS GPA Autumn 2017

Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
2.3 Strengthen student engagement with Hocking College during the first year	2.3a Redesign first-year experience course (Cornerstone) to include school-based orientation 2.3b Enhance SmartStart Program (week prior to classes) to emphasize connections and how to be a successful student 2.3c Establish mentoring program	Student Success Committee	Student Activities First Year Experience Specialist Faculty	Students will understand opportunities for co-curricular involvement Students will foster connections with peers, faculty, and staff to support their learning Students will be supported by mentors (peer/community)	Student participation in co-curricular activities Community College Survey of Student Engagement Student feedback Faculty feedback	Cornerstone redesign Autumn 2016 SmartStart redesign Autumn 2017 Mentoring FY 2017

Focus	Strategy	Leadership	Constituents	Outcomes	Measures	Timeline
What are the improvement objectives?	What will we do differently?	Who will lead?	Who will implement change?	What will be our outcome indicator of success? (benefit intended)	How will we measure success?	What is our timetable?
2.4 Increase student engagement with academic advisors	2.4a Establish critical touch-points for students to meet with program advisor during first year 2.4b Provide professional development on best practices in advising 2.4c Define expectations for faculty to monitor/contact each advisee	Navigate Leadership Team Deans/Chairs Student Success Committee	Faculty Students	Students will meet with their academic advisor at critical touch-points Faculty will support student use of Navigate platform to plan and monitor progress Students will understand their academic progress	Student feedback on advising experience; Student satisfaction survey (CCSSE) Faculty feedback on experience as advisor Time to completion by program Tracking advising appointments/consultations	Faculty PD August 2016 Expectations August 2016 Touchpoints Nov 2016 Communicate advisor assignments August 2016 Access to systems already in place Documenting comments TBD
Increase quality of academic advising	2.4d Provide faculty advisors electronic access to student records 2.4e Provide students with electronic access to plan courses and monitor their progress toward completion					
Emphasize student planning and monitoring progress to completion	2.4f Document student-faculty-staff discussions related to educational planning for continuity of service 2.4g Communicate advisor assignments to students and record in student information system for staff access					

Faculty Expectations and Evaluation Rubrics: **Advising**

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Contacts Advisees	Keep students regularly updated through individual email and phone regarding academic planning, events and other co-curricular activities.	Contacts all advisees via email or phone multiple times during the semester.	Sends mass email to advisee list with and/or not reliable in contacting students individually.	Does not contact students.
Meets with Advisees	Proactively makes appointments and meets with students multiple times a semester.	Meets twice a semester with advisees.	Meets with some advisees during the semester.	Does not meet with advisees.
Quality Advising	Directs students to appropriate offices for academic and non-academic needs. Helps students plan beyond their time at Hocking College. Helps connect students to other resources for jobs or transfer opportunities, maintain contact.	Directs students to appropriate offices for academic and non-academic needs. Helps them find answers to questions concerning college processes.	Gives advisees information when asked.	Does not help answer advisees' questions about college processes. Sends students to find answers on their own with no guidance.
Retention and Registration	Exceeds institutional retention goal of 65% by meeting with advisees to create academic plans, assist with scheduling classes for the following semester and guide them through registration.	Works toward institutional retention goal of 65% by meeting with advisees to create academic plans, assist with scheduling for following semester and guide with registration.	Creates academic plan with advisees and is sometimes available to help schedule. Does not meet the 65% institutional retention goal.	Does not create academic plans with advisees and/or does not help students' schedule classes.
Advisee Reporting	Reports when advisees are contacted and registered for classes. Provides notes and extra information relevant to registration and advising.	Reports when advisees are contacted and registered for classes.	Does not consistently report advising activity.	Does not report advising activity.

Faculty Expectations and Evaluation Rubrics: **Institutional Engagement**

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Non-Instructional Days	Is actively involved in non-instructional days or events or develops and leads informational sessions/training	Is present for all non-instructional days including fall start week, registration or recruitment events, learning day, etc.	Is sometimes absent for many instructional days including fall start week, registration events, etc.	Is absent for most non-instructional days including fall start week, registration events, etc.
Committee/Club Work	Acts as leader or facilitator for committees and/or clubs and/or volunteers to serve on committees or form clubs	Actively participates in at least one committee and/or club on campus	Is present for committees/clubs but is not actively engaged	Does not participate in any committees or clubs
Institutional Assessment	Helps to collect data for institutional assessment purposes and assists in the assessment process and develops strategies to proactively improve institutional assessment	Helps to collect data for institutional assessment purposes and assists in the assessment process	Does not reliably collect data for or assist in the institutional assessment process	Does not assist in institutional assessment
Event Participation	Actively participates in Hocking College student events such as graduations and ceremonies, etc.	Attends Hocking College student events such as graduations and ceremonies, etc.	Is sometimes present for Hocking College student events such as graduation and ceremonies	Does not attend Hocking College events
Recruiting	Is present for Discover Hocking and Showcase events, meets with potential students or groups, and engages in strategic recruiting efforts for his/her program.	Is present for Discover Hocking and Showcase events and meets with potential students or groups	Is sometimes present for Discover Hocking and Showcase events and seldom meets with potential students or groups	Does not assist in any recruiting efforts

Faculty Expectations and Evaluation Rubrics: **Instruction**

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Course Development	<p>Leads coordinates and helps others in course submission for TAG/OTM approval</p> <p>Follows the institutional syllabus template and submits syllabi to the department for approval and helps to train others in syllabi development</p> <p>Develops clear, focuses and measurable outcomes for courses that are reviewed externally for relevance and connects clearly to institutional assessment language</p> <p>Textbooks are vetted carefully with clear explanation when submitted for approval before adoptions for courses</p> <p>Seeks to ensure that materials and equipment are up to date, in working order and calibrated and ready for student use and assists in getting all material and equipment in working order if needed</p>	<p>Assists in course submission for TAG/OTM approval when possible</p> <p>Follows the institutional syllabus template and submits syllabi to the department for approval</p> <p>Develops clear, focuses and measurable outcomes for courses that are reviewed externally for relevance</p> <p>Textbooks are approved before adopted for courses</p> <p>Seeks to ensure that materials and equipment are up to date, in working order and calibrated and ready for student use and reports any problems or damages to equipment</p>	<p>Provides some information for course submission for TAG/OTM approval</p> <p>Follows some but not all guidelines from the institutional syllabus template and/or sometimes does not submit syllabi for approval</p> <p>Some but not all outcomes are clear, focused and measurable</p> <p>Some but not all textbooks are approved before adopted for courses</p> <p>Sometimes but not always ensures that materials and equipment are ready for use prior to class</p>	<p>Has not assisted in developing courses for TAG/OTM approval</p> <p>Does not follow the institutional syllabus template and/or does not submit syllabi for approval</p> <p>Outcomes are unclear, subjective and/or confusing</p> <p>No textbooks are approved before adopted for course</p> <p>Does not check that materials and equipment are ready prior to class</p>

Faculty Expectations and Evaluation Rubrics: **Instruction continued**

Criteria Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
<p>Course Delivery</p> <p>Creates a safe, comfortable, professional class climate and promotes an environment of mutual respect and students are willing and excited to participate in this environment</p> <p>Exemplary model of effective communication using appropriate mannerisms, gestures, inflection and eye contact</p> <p>Proactive measures are taken to discourage negative student behavior or conflict; however, when it occurs, it is handled effectively and timely</p> <p>Learning outcomes and expectations are clearly communicated and reinforced continually</p> <p>Learning activities connect directly to course outcomes and excite and motivate learners</p> <p>Lecture is organized, paced appropriately and generates excitement among learners</p>	<p>Creates a safe, comfortable, professional class climate and promotes an environment of mutual respect</p> <p>Communicates clearly and effectively, using appropriate mannerisms, gestures, inflection and eye contact</p> <p>Negative student behavior or conflict is dealt with in accordance with institutional procedures and is timely and appropriate</p> <p>Learning outcomes and expectations are clearly communicated</p> <p>Learning activities connect directly to course outcomes</p> <p>Lecture is organized and paced appropriately for student understanding</p>	<p>Learning environment is mostly safe, comfortable and/or professional. Some techniques needed for further development</p> <p>Communication is mostly clear and effective. More attention could be given to mannerisms, gesture, inflection and/or eye contact</p> <p>Negative student behavior or conflicts could be handled more quickly and follow the institutional procedures more closely</p> <p>Learning outcomes are implied and somewhat communicated</p> <p>Learning activities loosely connect to outcomes</p> <p>Lecture is somewhat organized and/or pacing needs some attention</p>	<p>Class climate is hostile, unsafe and/or uncomfortable for students and/or does not treat all students with respect</p> <p>Does not communicate clearly and/or effectively and/or does not use appropriate mannerisms, gestures, inflection and eye contact</p> <p>Does not deal with negative student behavior in accordance with institutional procedures and/or is not timely and appropriate</p> <p>Does not, at any point, communicate learning outcomes</p> <p>Does not connect any activities to course outcomes</p> <p>Lecture is unorganized, unclear, and/or not paced appropriately for student understanding</p>

Faculty Expectations and Evaluation Rubrics: **Instruction continued**

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Course Delivery	<p>Instruction promotes unbiased thinking and challenges judgmental and/or discriminatory behavior</p> <p>Handouts, displays, virtual presentations, etc. are professional in appearance and can be used as an example for other instructors</p> <p>Generates excitement and engagement with student discussion, questions, or feedback</p>	<p>Instruction is free of bias, is non-judgmental and non-discriminatory</p> <p>Handouts, displays, virtual presentations, etc. are professional in appearance</p> <p>Provides some opportunity for student discussion, questions, or feedback</p>	<p>Instruction is mostly free of bias, non-judgmental and non-discriminatory</p> <p>Handouts, displays and presentation are mostly professional in appearance</p> <p>Student discussion, questions, and/or feedback occurs but is not as effective as it could be for learning and assessment</p>	<p>Instruction is biased, judgmental and/or discriminatory</p> <p>Handouts, displays, virtual presentation are unprofessional in appearance</p> <p>Does not allow for student discussion, questions or feedback</p>
Instruction strategically uses diversity of learning styles to engage all students and goes above expectations to meet student learning needs	<p>Instruction allows for a diversity of learning styles and utilizes various and appropriate instructional methods such as experimental design, problem solving, student-led investigation, group work, student presentation, hands-on learning, discussion, demonstration, individual instruction, etc.</p>	<p>Instruction allows for a diversity of learning styles and utilizes various and appropriate instructional methods such as experimental design, problem solving, student-led investigation, group work, student presentation, hands-on learning, discussion, demonstration, individual instruction, etc.</p>	<p>Instruction considers some other learning styles, but does not explore all methods to engage learners</p>	<p>Instruction does not consider a diversity of learning styles and only uses one method of instruction</p>
Concludes class with reflection, summary, and/or clear expectations for the following meeting and is in writing for students in the learning management system	<p>Concludes class with reflection, summary, and/or clear expectations for the following meeting</p>	<p>Concludes class with reflection, summary, and/or clear expectations for the following meeting</p>	<p>Conclusion of class may include some reflection, summary and/or expectations for the following meeting, but not all three</p>	<p>Ends class with no reflection, summary, and/or clear expectations for the following meeting</p>

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Assessment	<p>Generates excitement and critical thinking with effective questioning</p> <p>Rubrics and/or grading criteria for assignments are shared with students, explained, and uploaded to learning management system prior to assigning work</p> <p>High- and low-stakes assessments are given in a very strategic way to motivate and engage learners</p> <p>Strategically provides opportunities for graded assignments which are given throughout the semester and connect directly to the outcomes of the course</p> <p>Grades are measurable and communicated effectively and timely and feedback is relevant, respectful, and motivates learners</p> <p>Students are able to easily and independently track their progress using the learning management system and can engage in goal setting for the remainder of the term to boost motivation</p>	<p>Engages students with effective questioning</p> <p>Rubrics and/or grading criteria for assignments are shared with students and explained prior to assigning work</p> <p>Both high- and low-stakes assessments are given to test understanding</p> <p>Many opportunities for graded assignments are given throughout the semester and connect directly to the outcomes of the course</p> <p>Grades are measurable and communicated effectively and timely and feedback is relevant, respectful and clear</p> <p>Students are able to easily and independently track their progress using the learning management system</p>	<p>Engages some students but not all through questioning</p> <p>Some grading criteria is shared, but rubric development is needed and/or criteria needs clarity</p> <p>More balance needed with high- and low-stakes assessment</p> <p>There are some gaps between assignments that connect to outcomes of the course</p> <p>Some feedback is given, but needs development for maximum effectiveness</p> <p>Students can track their progress with the instructors assistance</p>	<p>Does not ask questions and/or questions do not engage students</p> <p>Does not use a clear rubric or grading criteria and/or does not share rubric/criteria prior to assigning work</p> <p>Only high-stakes or low-stakes assessments are given</p> <p>Only a few grades make up the final grade</p> <p>Grades seem subjective, are not communicated effectively with proper feedback and/or grading is not timely</p> <p>Students cannot track their own progress</p>

Faculty Expectations and Evaluation Rubrics: **Assessment continued**

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Assessment	Acknowledges and corrects any mistakes fairly, respectfully and timely and welcomes the opportunity to learn from students	Acknowledges and corrects any mistakes fairly, respectfully and timely	Is not always receptive to corrections and/or does not always acknowledge error	Does not acknowledge or correct mistakes

Faculty Expectations and Evaluation Rubrics: **Professional Growth**

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Goal Development	Develops and meets measurable goals for professional growth that increases service to students and creates an environment of excitement and growth among colleagues and the community	Develops and meets measurable goals for professional growth that increases service to students	Develops goals that are somewhat measurable but not always met	Does not develop goals
Professional Development	Actively engages and provides leadership during professional improvement activities on and off campus	Participates in professional improvement provided internally (employee learning days, workshops, training, etc.)	Is often absent for or does not participate in professional improvement provided internally	Does not engage in professional development activities
Professional Attitude/ Relationships	Serves as a positive role model for students and colleagues by demonstrating ethical behavior, maintaining professional appearance and a positive and professional attitude and actively promotes and builds morale and/or creates positive relationships with the community	Serves as a positive role model for students and colleagues by demonstrating ethical behavior, maintaining professional appearance and a positive and professional attitude	Sometimes demonstrates behavior that is not positive, professional and/or ethical	Does not demonstrate positive, professional or ethical behavior in the workplace or as a representative of Hocking College in the community
Collegiality	Collaborates with and respects other faculty, staff, administrators and students and promotes an atmosphere of encouragement and positivity	Collaborates with and respects other faculty, staff, administrators and students	Collaborates with other faculty but sometimes engages in uncollegial behavior	Commonly engages in behavior that is disrespectful and uncollegial
Program/ Field Expertise	Is an active member or leader in a professional organization, continues education through coursework or certification in their field, engages in research, public speaking, etc. and/or commonly networks with other professionals	Joins or maintains membership in career-oriented professional organizations and keeps current with the field through publications, journals, seminars, certifications	Reads journal articles in the field and sometimes participates in professional seminars	Does not stay current in the field or participate in any professional organizations

Faculty Expectations and Evaluation Rubrics: Program Management and Engagement

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Program Events	Facilitates events twice a year for program that engage students, college community and local community	Facilitates events for program that engage students and college community	Attends program events	Does not facilitate or attend any program events
Job Placement	Actively coordinates job placement for advisees and connects with new employers in the field	Actively coordinates job placement for advisees	Sometimes assists advisees in job placement	Does not help in job placement for advisees
Program Review	Takes lead in completing program review by due date scheduling program review meetings with the department chair and/or dean	Completes program review by due date in coordination with the department chair and/or dean	Submits incomplete and/or tardy program review loosely in coordination with the department chair and/or dean	Has not completed program review and/or does not assist in program review process
Community Engagement	Engages community through involvement in advisory board, service learning projects and program events that promote and publicize the program	Engages community through involvement in advisory board, service learning projects and program events	Advisory board, service learning projects and program events infrequent and/or not connected with local community	Does not engage with the local community
Advisory Board	Builds and meets twice a year with an industry strong advisory board that assists college in promoting and publicizing program to community and documents the need for the program and ensures that it provides students with skills and knowledge needed for industry	Builds and meets twice a year with industry strong advisory board that documents the need for the program and ensures that it provides students with skills and knowledge needed for industry	Builds and meets semi-regularly with a advisory board that has a loose connection to industry and experts in the field and/or needs broader representation of the field	Does not have an active advisory board

Faculty Expectations and Evaluation Rubrics: Record Keeping and Reporting

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Syllabi and Schedule Submission	Submits course syllabi and instructor schedule on or before the due date, communicates and submits any revisions in a timely manner	Submits course syllabi and instructor schedule/Google calendar on or before the due date	Submits course syllabi and/or instructor schedule after the due date	Fails to submit course syllabi and/or instructor schedule
Student Attendance Report	Follows the departmental and institutional guidelines for reporting student attendance and contacts all absent students regularly	Follows the departmental and institutional guidelines for reporting student attendance	Follows the departmental and institutional guidelines for reporting student attendance with some error and/or tardiness	Fails to report student attendance departmentally and/or institutionally
Assessment Reporting	Submits rubrics and documents needed for program assessment purposes by deadlines and helps to train others	Submits rubrics and documents need for program assessment purposes by deadlines	Submits all or some rubrics and documents needed for program assessment purposes after deadlines	Does not submit necessary rubrics and/or documents for program assessment purposes
Grade Submission	Submits grades on time with no errors	Submits grades on time with few errors	Submits grades with errors and/or omissions	Fails to submit grades on time and commonly with errors and/or omissions
Faculty Absence Reporting	Notifies appropriate administrators, assists in making coverage, provides lesson plans and copies administrators on email sent to all students on the roster when absent	Notifies appropriate administrators, assist in making coverage and provides lesson plans when absent	Notifies appropriate administrators absent	Fails to notify appropriate administrators when absent

Faculty Expectations and Evaluation Rubrics: Traditional Classroom Learning Management System (LMS) Use

Criteria	Outstanding	Meets Expectations	Needs Development	Criteria Not Accomplished
Course Information	Uploads links to the course syllabus, instructor schedule, book information and other student services	Uploads links to the course syllabus, instructor information and schedule	Some information missing (syllabus or instructor information)	No course information is available
Instructional Materials	Each week, unit or chapter has support materials, notes, Power Point presentations, etc. available along with links for more information, videos or tutorials	Each week, unit or chapter has support materials, notes, Power Point presentations, etc. available	Some instructional materials are shared, but not regularly or in an organized manner	No instructional materials are available
Learning Activities	Quizzes and assignments are available and multiple assessment strategies are used an built into the LMS	Quizzes and assignments are available and consistent with syllabus	Some quizzes and/or assignments may be available, but not regularly or in an organized manner	No assessment strategies are used
Grade Book	All assignments are linked or accounted for in the grade book. Grade calculation is clearly communicated and consistent with syllabus. Feedback is documented electronically	All assignments are linked or accounted for in the grade book. Grade calculations is clearly communicated and consistent with syllabus	Some assignments are linked, the grade book is not complete	The grade book is not used
Communication	Forums are regularly used to communicate to students as we as for peer-to-peer communication	Forums are used to communicate with all students regularly	Forums are used to communicate with students, but not weekly	No communication occurs through forums

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