HIGHER LEARNING COMMISSION

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July 16, 2021

Dr. Betty Young
President
Hocking College
3301 Hocking Parkway
Nelsonville, OH 45764

Dear President Young:

This letter serves as formal notification and official record of action taken concerning Hocking College by the Institutional Actions Council of the Higher Learning Commission at its meeting on July 13, 2021. The date of this action constitutes the effective date of the institution's new status with HLC.

Action with Interim Monitoring. IAC accepted the team report for Hocking College. In conjunction with this action, IAC required the following interim monitoring.

Interim Report. An Interim Report due 5/5/2023 on (1) faculty evaluations.

Further, IAC voted to change the team's evaluation of Criterion 4.B from "Met with Concerns" to "Met" with no monitoring required.

Rationale: Hocking College provided evidence in its assurance argument that demonstrated it had a wide range of programs that participated in the assessment process and provided documented examples of changes to the assessment of student learning. While its co-curricular programs are still in the early stages, the institution demonstrated a commitment to its continued improvement process.

The institution demonstrated faculty involvement in the assessment of student learning. There were ample examples of how faculty engaged with and made decisions based off of data. The team also noted that the institution should utilize the PLO tracking tool, complete summative self-assessment review forms, and upload items to their Blackboard system To IAC, these three remaining items were too specific and not related to the ongoing improvement in the area of assessment.

Based on these reasons, IAC found the criterion to be met.

In taking this action, the IAC considered materials from the most recent evaluation and the institutional response (if applicable) to the evaluation findings.

In two weeks, this action will be added to the *Institutional Status and Requirements (ISR) Report*, a resource for Accreditation Liaison Officers to review and manage information regarding the institution's accreditation relationship. Accreditation Liaison Officers may request the ISR Report on HLC's website at https://www.hlcommission.org/isr-request.

Within the next 30 days, HLC will also publish information about this action on its website at https://www.hlcommission.org/Student-Resources/recent-actions.html.

If you have any questions about these documents after viewing them, please contact the institution's staff liaison Gigi Fansler. Your cooperation in this matter is appreciated.

Sincerely,

Barbara Gellman-Danley
President

CC: ALO

Hocking College - OH

HLC ID 1840

STANDARD PATHWAY: Mid-Cycle Review   **Review Date: 5/3/2021**

Dr. Betty Young
President

Gigi Fansler
HLC Liaison

Andrew Nwanne
Review Team Chair

Annesa Cheek
Team Member

Deborah Hardy
Team Member

Jennifer Ivie
Team Member

Jennifer McConville
Team Member

Context and Nature of Review

Review Date

5/3/2021
Mid-Cycle Reviews include:

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

Reaffirmation Reviews include:

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

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

- COVID-19 Response Form
- Multi-campus Review

Institutional Context

Founded in 1968, Hocking College serves 3000 students. The main campus is located in Nelsonville, Ohio in 2,300-acre land. Hocking College offers educational programs at the Perry Campus, located in New Lexington, Ohio and Logan educational site, located in Logan, Ohio. The institution's 2017-2022 strategic plan: Beyond the Horizon: Strategic Action Plan lists the College's mission as "We serve as a pathway to prosperity, teaching and inspiring all who seek to learn, growing careers and changing lives.

Hocking College developed a comprehensive Institutional Plan to Reopen Campus Operations in response to COVID-19. Hocking College had a reaffirmation visit on March 13, 2017 that was followed by a focused visit on February 10, 2020. The focused visit examined the institution's progress in implementing policies and procedures, faculty qualification, program review, and the progress in implementing the College's assessment plan.

This mid-cycle review was conducted during the COVID-19 pandemic. As a result, one reviewer was on campus of Hocking College while four reviewers held virtual meetings. The College provided zoom technology for the virtual meetings and IT support. There were no issues with the virtual meetings.

Interactions with Constituencies

President's Cabinet

VP Academic Affairs and Workforce Development

Chief of Staff & Executive VP

President

Treasurer

Chief Information Officer

VP Student Affairs and Community Relations

Staff Meeting

Financial Aid

Disability Services

Admissions (2)

Library Official

Full-Time Faculty (1)

Faculty Meeting

Faculty Program Managers (29)

Full-Time Faculty (15)

Students Meeting

Students (10)

Open Forum Discussion: Criteria 1 & 2

Full-Time Faculty (2)

Human Resources

Student Support Services

Library, Office Manager

Faculty Program Manager (3)

Marketing (2)

Student Affairs

Dean

Staff (2)

Career Services

Treasurer

TRIO

Open Forum Discussion: Criterion 5

Office Manager

Executive Assistant

Staff (2)

CIO

Faculty Program Managers (2)

Open Forum Discussion: Criterion 3 & 4

Faculty Program Managers (15)

Full-time faculty (7)

Deans (4)

Student Affairs

Staff (2)

TRIO Official

Area of Focus - A: *Assessment and Program Review*

Deans (3)

Faculty Program Managers (16)

Full-Time Faculty (3)

Registrar

Career Services Staff (2)

Distance Education

Faculty Program Managers (4)

Deans (1)

CIO

External stakeholders and community engagement

Community Partners and External Stakeholders (5)

Academic Affairs Committee

Deans (3)

TRIO

Faculty Program Managers (4)

Full-Time Faculty (3)

Registrar, Staff (1)

Board of Trustees

Board Members (8)

Part-time and adjunct faculty

Adjunct Faculty (5)

Faculty Meeting

HLC Team asked IT to leave Zoom meeting so no attendance was recorded

Exit meeting with President

President

CIO

CAO

CSO

Treasurer

Multi-Campus Visit

Faculty (3)

Dental Hygiene Students (2)

Program Manager

Additional Documents

The following additional documents were reviewed. They are available in the addendum section of the assurance system.

College_Completion_Plan_2021_2023.pdf

Communications_Committee_Minutes_12-4-20.pdf

Communications_Committee_Procedure.pdf

Faculty_Credential_Worksheets.pdf

Hocking_College_Org_Chart_2021.pdf

IDP_2019_Form_(1).pdf

IDP_2019_Overview_Process.pdf

IDP_2019_Process_Flowchart_(1).pdf

IDP_2019_Self-Assessment_Copy.pdf

IDP_Diane_Flemming_faculty.pdf

IDP_Staff_example.pdf

Programs_and_Faculty_2021.pdf

SOC_Presentation_2019.pdf

Strategic_Plan_Faculty_Staff_Admin_Suvey.pdf

Strategic_Plan_Student_Survey.pdf

Strategic_Plan2017-2022.pdf

Stratgic_Plan_Community_Survey.pdf

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

The Hocking College mission was developed through a process suited to the context of the institution and the mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose. Board members approved a mission statement for Hocking College in September 2010. The College then engaged in a more collaborative process to develop its current mission statement. The process used to develop the new statement is outlined in the College's strategic plan document, *Beyond the Horizon: Strategic Action Plan for 2017-2022*. The process involved gathering input from students via a survey, and from employees and community members as well. This method of engaging internal and external stakeholders is appropriate for a comprehensive community college like Hocking College. During discussions employees referenced their participation in the process and Board members spoke highly of both the final product and the approach the College used to develop the overarching mission and related statements. The Board officially adopted the new mission and related statements via Board resolution #2017-05. Additionally, the College's audited financial statements, operating budget documents and financial dashboard all reference budget allocations to instruction, academic support and student services which is aligned with its mission.

Orientation materials for new program managers and faculty include a review of the mission statement and all related materials. The information and materials are available to students, employees and the general public on the College's website.

The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides. The College's mission, vision, values, and purpose statements as well as its strategic priorities all make reference to the important role Hocking College plays in providing hands-on educational experiences that lead to high demand careers and building a strong regional economy. College employees and Board members spoke frequently about how the education and training they provide help advance economic and social mobility for students and contribute to the strength of the region. The strategic plan is current, covering the years 2017-2022, and includes five strategic priorities reflecting an institutional focus on teaching and learning, regional economic development, accountability, stakeholder engagement and sharing their story to demonstrate value to the public. The College provided evidence of MOUs between other institutions of higher education and K-12 schools in support of its commitment to and support for the broader community. External stakeholders also made reference to business community members using space on the campus for public events and activities.

The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission. Hocking College is a comprehensive community college focused on technical career preparation, general education transfer, and college readiness which are all fitting and appropriate for public post-secondary institution of higher education serving an increasingly diverse student population. According to the Autumn 2020 enrollment profile, 79.4% of Hocking College students are White (down approximately 8% since Autumn 2014), 13% are Black/African American (up approximately 9% since Autumn 2014), and 7.8% are represented by other racial/ethic category (down approx. 1.2% since Autumn 2014). The mission and related statements describe the College's focus on a variety of students, including the career-focused student, the transfer student, the early access 6th -12th grade student, and the lifelong learner. Hocking College offers programs in Allied Health and Nursing, Arts, Business and Science, Natural Resources, Public Safety Services, and Workforce Development. College Credit Plus (CCP) is a statewide dual credit program affording students in grades 6-12 the opportunity to save money and time on their college/career journey.

Hocking College is located in rural Ohio in a region that has been designated as economically distressed/depressed. The College's mission statement indicates it serves as a pathway to prosperity for students which is based on the demographic profile of its students and their need to receive education, skills and training that will enable to them to become gainfully employed. The programs offered by the College align with the needs of business and industry and that afford their students with the opportunity to earn a living wage. Prior to 2016, the College had not added any new programs to its portfolio. However, since that time several new programs such as Dental Hygiene, Web and Application Development, Data Analytics, Welding, CDL, Automotive Technology and others have been added to provide students with more diverse and relevant pathways to prosperity.

Hocking College works to ensure that it meets the diverse needs of its students by providing a host of support services including an Academic Success Center that provides individual and group as well as online and in-person (walk-ins are welcome) tutoring. There is also an Accessibility Resources Office, a Health and Wellness Center that provides physicals, drug screens, basic medical care, counseling services, and crisis intervention support for students in need. The College has a Veteran Center, an International Student Center, TRIO Student Support Services and Talent Search, and a host of other student support services aimed at supporting a diverse student population. The College

is the only two-year institution in Ohio to have College-owned residence halls, which removes some of the barriers associated with transportation and provides easy access to food.

The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities. These statements are available to all members of the public on the College's website and the mission statement is included a the bottom of the Hocking Herald which is distributed weekly to employees, students and the Board.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity. Hocking College secured a variety of grants to help address generational poverty and the workforce needs of the region. Some of the awards include an award from the Appalachian Regional Commission to support Workforce Development and Training Center, a federal Title III grant to support its A-MAP program (An Affordability Model for Achieving Prosperity) to increase student retention and completion, and a federal Student Support Services grant to support low-income students. External stakeholders from area career centers, schools, and workforce agencies validated the College's commitment to serving the public good. As an example, Fairfield County representatives commended the College for developing a new HVAC ready to work class that they indicated other schools would not have been interested in pursuing. Specifically, it was mentioned that the program was financially risky due to low initial enrollment, however Hocking College continued to work to increase student enrollment in order to provide this career option to students while also meeting local industry demand for skilled workers. The Hocking Makers Network and the launch of a CDL truck driving school are both examples of the College expanding its reach to serve the greater needs of their students and the region and to be responsive to external constituencies in alignment with its mission.

The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. In 2019, it announced a new all-inclusive pricing model to bring more transparency to the cost of going to college (tuition, fees, textbooks, tools) so that individuals have the information they need up front as they are planning for college. The Hocking College Foundation works to secure needed financial support for students to ensure that money is not a barrier for individuals pursuing their educational and career goals. A number of grants and scholarships are available to Hocking College students.

The institution engages with its external constituencies and responds to their needs as its mission and capacity allow. The MOU agreement between the College and New Lexington Schools to offer Future

Farmers of America classes to high school students (at no charge to the high school) is an example of the College's responsiveness to the constituents it serves. The MOU Agreement to develop and implement workforce training in Lancaster, Ohio (between the College, Fairfield County Port Authority, Ohio University Lancaster, Fairfield County Commissioners and the Ohio Department of Higher Education) is another example of the College responding to the needs of the community in alignment with its mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Hocking College provides curricular or cocurricular activities that prepare students for informed citizenship and workplace success. Students are encouraged to partake in events and activities that support their continued personal development and growth which helps build their capacity to engage in a diverse, and multicultural environment. The College provides personal interest clubs for students to participate, including the Rainbow Alliance Club for LGBTQIA+ students, and the Future Farmers of American Alumni Collegiate Chapter. There are also a number of program based clubs such as the Epicurean Club, the Forestry Club, and the Wildlife Club. Students work on the College campus in various offices in order to gain real-world experience in a professional workplace setting. In 2015, the College introduced intercollegiate athletics and now offers Men's Basketball, Cross Country, and Football, Women's Basketball, Cross Country, Volleyball and Softball, as well as Co-Ed Archery, Cheerleading and an Equestrian Team.

The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations. The Pathways to Prosperity curriculum at Hocking College includes several college readiness objectives, including one which requires students to identify how diversity will impact their life as well as understand the need to respect differences. The general education learning outcomes are utilized to assess all students.

The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives. The College operates an International Center that encourages students from outside the United States to study at Hocking College. It signed an MOU in 2016 with Excelsior Community College in Jamaica for a one semester study abroad program for students of Jamaican heritage. The College's Commitment to Diversity statement is included as part of the strategic plan and states the College, "...is committed to fostering an inclusive environment where the individual differences among us are understood, respected, recognized as a source of strength and valued...". Although this statement describes an expectation for all members of the campus community to promote the vision articulated in this statement, there was no specific clear evidence that the college is actually living up to this vision in deed and action.

The College does not routinely disaggregate student outcome data based on race/ethnicity, gender identity, ability, socioeconomic status, etc. As a result, it is unclear how it can ensure that the needs of the diverse students it serves are adequately being met. Evidence for this criterion could be strengthened by offering more direct references to disaggregated data that is being used to assess the equitable treatment of and outcomes for diverse student populations. Additionally, professional development for faculty focused on culturally responsive teaching might be beneficial as a means to ensure that faculty have the tools and resources needed to engage with and support a more diverse student population.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

Hocking College provided adequate evidence to support its compliance with criterion 1 of HLC assurance expectations. The College's mission is articulated publicly and operationalized. The College is committed to public good, and provides opportunities for civic engagement in a diverse, multicultural society and globally connected world..

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

The mission of Hocking College guides the College operations in providing a pathway toward learning and growing careers. The 9 members of the Board of Trustees comprising of three (3) members appointed by the Governor of the State of Ohio and six (6) appointed by the Caucus, each for a term of three (3) years with unlimited number of consecutive terms, provide overall College oversight consistent with the BOT bylaws. The Board of Trustees adopts the mission and strategic plan of the College. The administration, faculty and staff demonstrate their commitment to academic integrity by operating within the guidelines of the academic policies explained in the policy manual. The Hocking College Board of Trustees guides the integrity of the administration, faculty and staff of the college in operating according to the established bylaws. It developed an Institutional Plan to Reopen Campus Operations in Response to COVID-19. The College's Plan is based on orders, best practices from Ohio Department of Health, the Centers for Disease Control and Prevention (CDC), and the OACC (Ohio Association for Community Colleges). The College's shared governance model includes opportunities for staff, faculty and administrators to participate in decision recommendations. This model helps to ensure the integrity of the institution's personnel, thus influencing the integrity of all matters of the institution. Committees meet to discuss policies, procedures, initiatives and many other items.

Hocking College has policies and procedures to ensure integrity in its operations. A review of the institution's policies, procedures, and operational handbook and the meeting with the Board of Trustees, employees and external constituents provide evidence that Hocking College operates its financial, academic, human resources, and auxiliary functions consistent with its mission. Academic integrity is implemented through the Student Code of Conduct, Syllabi, Student Athletes Handbook, and Freshman Orientation course. Guidelines and procedures for ethical conduct on the part of faculty and staff are available in the Hocking College Employee Handbook, the Collective Bargaining Agreements, and Ohio Ethics Law. The Financial Office adheres to ethical values and practices. The

Budget Advisory Committee (BAC) is an advisory body to the president on current and multi-year budget issues, funding priorities and policies having a financial impact. Hocking College has a Behavioral Intervention Team that is responsible for assessing reports of troubling behavior on the part of students, faculty or staff, and implementing interventions that lead to student success.

Interim Monitoring (if applicable)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Hocking College provides students, internal and external stakeholders, and the general public accurate information about its academic programs, student services, cost of attendance, and accreditation relationships. A review of the College website (Hocking.edu), college catalog and the institutional publications reflect evidence of institutional transparency in its operation, Hocking College also offers All-Inclusive Pricing to reflect each program cost of attendance. Course curriculum tabs on each program's webpage include all program costs. A meeting with students, staff, and faculty confirm the accuracy of institutional representation regarding academic offerings and program requirements. The organizational structure reflects a flat organization and it is available in the addendum tab of the Assurance System.

Hocking College provided evidence to support its claims regarding its education, community engagement and economic development. The website offers a description and explanation of degree programs, student assistance information and general policies that govern the college. The cost of attendance is located on the college website and course fees are presented clearly. The External Stakeholders and Community representatives spoke favorably about Hocking College impact on the economic development of the Southeast Ohio, generally considered a distress area of the state. The workforce development programs cited among others, include HVAC and CDL for Truck Drivers. Those in attendance of the session mentioned that Hocking College representatives are members of the Board of Directors of the Community Economic Development. This helps Hocking College to be in tune with the economic development needs of the community. The College has weekly communication meetings where its shares current events, activities, initiatives and the Hocking Herald highlights upcoming events, activities and initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

Hocking College has a 9-member Board of Trustees and each member receives initial orientation by the College President. Board members attend annual training provided by the Ohio Department of Higher Education and the Ohio Attorney General's Office. They have the opportunity to attend the annual national conference of the Association of Community College Trustees (ACCT). Board members annually complete state mandates for financial disclosure and ethics training. A session with the Board of Trustees showed their knowledge of their fiduciary duties and responsibilities and their commitment to Hocking College.

The strategic plan guides the Board's priorities. It approves the College's strategic plan which is developed in collaboration with the board, administration, faculty, staff, students and community. This plan outlines the priorities the College will address through the development of operational plans in concert with fulfilling the College's mission. The Board's agenda and minutes reflect the College focus. The Board of Trustees Bylaws establishes the scope of their authority and fiduciary responsibility.

A review of the composition of the Board of Trustees, and the bylaws showed that the Board reflects the composition of the institution's constituents served. The Board's agenda, and minutes published on the College's website (www.hocking.edu/board-of-trustees) represents the general interests of the stakeholders of the College. The 2017-2022 strategic plan provides evidence of this decision-making process that considered both the interests of the internal and external constituents. The standing committees of the Board consider, report and make recommendations for action by the Board on the various policy and action matters enumerated in the four committees: Academic Affairs, Community Relations and Student Experience, Finance and Personnel, and Facilities.

The Board adheres to its bylaws and authorizes the president to develop an organizational structure designed to fulfill the College mission. The Board made it clear during a session with the team that as a result of the past executive leadership action that resulted in the College's $4.2M deficit, that it has taken greater interest to ensure that the College is in good financial standing through its oversight responsibilities as specified in its bylaws. The Board is satisfied with the progress made under the current leadership. As part of the shared governance model, the current academic leadership organizational structure consists of the vice president of Academic and Workforce Development, deans, Program Managers and faculty. This structure is designed to optimize the oversight of all academic matters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

Hocking College is committed to academic freedom and freedom of expression by students, faculty and staff. These were confirmed by employees and additional evidence is available in the College Administrative Policies, Union Contract, and Employee Handbook. Statements in Union Contract states that "academic freedom is the particular freedom of scholars, teachers, and students within the College to pursue knowledge, speak, write, and follow the life of the mind without unreasonable restriction. It is the freedom to be judged as scholar, teacher, or student, when such judgment is necessary, on the basis of legitimate intellectual and professional criteria, not personal beliefs, political views, or religious or other individual preferences, except as these may demonstrably affect intellectual and professional achievement."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Hocking College is a teaching institution but provides oversight and support services to ensure the integrity of scholarly practice. Training is provided through library resources, instruction, and freshman experience. The Information Technology Policy is acknowledged by all employees and students..

Hocking College syllabus template contains an academic integrity policy. Students are provided oversight with respect to academic integrity and scholarly practice through guidance in ENGL 1510 Composition I required of all students. They are instructed on the ethical presentation of research as a component of the course, and how to recognize and avoid plagiarism. TRiO Student Support assists students in ways to comply with College policies, procedures, Student Code of Conduct, and community standards.

The College policy on academic integrity is available in the course syllabi and student handbook. The Hocking College syllabus template includes the college policy about academic honesty. The interaction with students confirm that they receive guidance in the ethics of research.

Hocking College has mechanisms for enforcing policies on academic honesty and integrity. Student Conduct Handbook provides details of enforcement mechanisms. The meeting with faculty, staff, and students confirm that the College enforces its policies on academic and integrity statements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Hocking College provided adequate evidence to support its compliance with criterion 2 of HLC assurance expectations. The College has policies and procedures to ensure integrity in its operations. Students, internal and external stakeholders, and the general public are provided accurate information about its academic programs, student services, cost of attendance, and accreditation relationships. The governing board adheres to its bylaws and authorizes the president to develop an organizational structure designed to fulfill the College mission.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Rating

Met

Rationale

Hocking College offers more than 50 associates degrees and certificates. The majority of programs are in a technical field with the ultimate goal of employment upon graduation. Hocking College offers three transfer associates degrees that are individualized to the student's goals. Additionally, they offer the Ohio Transfer Module, which is the general education block of courses that transfer to all Ohio public four year institutions. According to the program review procedures and reports from participants in sessions during the visit, technical programs complete program reviews every three years, during which the Program Manager completes a program review template that includes data on course completion, enrollment, retention, and assessment of student learning. The Program Manager presents this review to the Academic Affairs Committee for review and evaluation. Additionally, the Program Manager meets at least twice a year with an advisory board that provides feedback on the direction and curriculum of the program.

For transfer course work, courses must adhere to the Ohio Transfer Assurance Guide. This guide requires that the course must "meet or exceed 70% of the content for the learning outcomes" to be eligible for transfer equivalency. While Hocking College has a list of general education and other transfer courses on the TAG website, most of the courses eligibility has expired. It should be noted, however, that a quick check of other institutions courses found a similar pattern. It appears that the TAG reporting system might not be up-to-date. Given the extent of curriculum and program review conducted by the college, the involvement of advisory boards for each program, and the policies in place for transfer coursework in the state of Ohio, there is sufficient evidence that courses and programs are current and require levels of student performance appropriate to the credential awarded.

Hocking College has articulate learning outcomes for each of its technical programs of study. These learning outcomes were provided in a document provided in their assurance argument. These outcomes are expected for technical courses to be presented to students as part of the syllabus template. Additionally, the learning outcomes are provided on the public facing websites for each of the programs. In addition to these technical program learning outcomes, Hocking College has articulated a set of "Success Skills" or institutional learning outcomes. These eight general skills are included on each of the programs' website just before the list of program specific learning outcomes. These Success Skills are also included as part of the syllabus template. It should be noted that transfer "programs" that are completely customizable by student do not have learning outcomes associated with them. In meeting with deans and program managers, it was expressed that the students are assessed through the learning outcomes associated with the courses included in their customized program plan. However, if there is no documentation of learning outcomes for these programs, it can be hard to assess the programs for the amount of appropriate learning occurring through them. This issue is addressed more fully in Core Component 4.B.

Courses use a syllabus template that includes learning goals and other information that is held consistent across all sections of the same course regardless of modality. Additionally, courses that are taught in the Credit Plus program use the same learning goals and syllabus template. These courses however may use different textbooks from the version taught by the college faculty. Course shells use a template in Blackboard with minimum requirements for what they must include in the their courses. Course shells and syllabi are reviewed by program managers and deans to ensure consistency across modality and location. The student survey revealed some issues with quality control in online courses. The institution might consider developing and implementing some training specifically to teaching online, or utilizing services like Quality Matters in the process.

Overall, the rigor of programs and courses at Hocking College is appropriate to higher education. This criterion is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

As a public institution in the state of Ohio, the general education requirements for Hocking College are determined by requirements outlined in the Ohio Transfer Module (OTM). According to the Ohio Department of Higher Education's website, the OTM comprises the minimum courses required to meet general education requirements for Associates of Arts or Sciences degrees. A smaller subset of these courses are required for applied associates and technical study degrees. These courses are listed in the curriculum plans on each programs' website and are included in the Ohio Transfer Assurance Guides for Hocking College.

According to their 2018 Assessment Plan, Hocking College identified Success Skills that serve as institutional learning outcomes in 2001. These Success Skills comprise eight general education learning goals: Communicates Effectively; Maintains Professional Skills and Attitudes; Demonstrates Learning Critical Thinking, and Problem Solving Skills; Maintains a Code of Ethics; Practices Human Relations Skills; Demonstrates Math Skills; Demonstrates Community, Cultural and Global Awareness; and, Implements Career-Appropriate Technology. These Success Skills are articulated on the public facing website as well as on each programs' website and are included in the syllabus template. On the public facing assessment website, you can find the institutional assessment rubrics for each of these success skills. These skills are incorporated in their learning management system, Blackboard, so that faculty can align course assessments with these skills for easy data collection.

One of Hocking College's success skills focuses on community, cultural, and global awareness. It is stated on the website and in the argument that all success skills are aligned within each program of

study. However, evidence to the commitment of student learning focused on human and cultural diversity was lacking. With the addition of the athletic program in 2015, as highlighted in the assurance argument, there was an increase in diversity in the student body. The argument also states a commitment to equity. But, evidence of the use of equity data to make changes was lacking. During the staff session, it was mentioned that student workers are evaluated regularly using a rubric that is based on the eight success skills and that students receive feedback, promotion, and merit pay increases based on the results of their progress on these success skills. This may be a place where exposure to human diversity is a focus, but this was unclear. In the argument, it was stated that the Pathways to Prosperity I course covers Diversity & Inclusion, and one learning outcome for the course was dedicated to diversity and differences. But it is unclear to what extent diversity and inclusion is covered in the course. Given the "racial incident" mentioned by the Board that occurred in 2010 and the general state of race relations in the country, the institution might reflect if there is a need for more intentionally embedding human and cultural diversity into their curriculum where appropriate.

The definition of "scholarship, creative work, and the discovery of knowledge" differs for a community college compared to a four-year institution. With the mission of workforce development and transfer, Hocking College provides many opportunities for hands-on and applied learning to their students. On-the-job training is included in every program. Students have opportunities both on-campus and off depending on their program. Examples provided include Early Childhood Education students working in local schools, Construction Management students participating in campus improvement projects, Culinary arts students working in the campus catering services and a local restaurant owned by the institution, and the Equine programs students working with a herd of college-owned horses on campus.

Hocking College offers a wide array of programs that all require students to meet their eight success skills. These skills include but are not limited to collecting, analyzing and communicating information, mastering modes of intellectual inquiry or creative work, and developing skills adaptable to changing environments. This criterion is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met With Concerns

Rationale

Hocking College is an equal opportunity employer with an articulated policy to this regard in the Employee Handbook. Available jobs are advertised through Diversity subscriptions via Inside Higher Ed and Higher Ed Jobs, as well as through JobElephant. It is unclear if the percentage of diversity in the college's faculty and staff reflects that of their student body. Given their indicated growth in student diversity due to the addition of the athletics program, the institution might consider examining data that compares the demographic breakdown of these two groups (employees vs. students). On the Student Right to Know website, Hocking College shows that they plan to include demographic breakdowns of the student body, however the website is still under construction. During the meeting with the president and cabinet members, the president noted the hiring of a director of institutional research will provide a greatly needed resource for the campus' data collection, analysis and presentation on the website.

According to data provided by Hocking College, they have 47 technical programs in addition to their general studies transfer degrees. Forty-six of those programs have a Program Manager. According to the job description, the Program Manager supervises full-time and adjunct faculty, completes administrative duties, and teaches part-time. During the visit it was reported that Program Managers have a 30% teaching load. Nineteen of the 48 programs have at least one full-time faculty members,

and 29 of the 48 programs employee adjunct faculty to help teach their courses. Program Managers are considered full-time faculty but are not a part of the faculty union as are the non-PM full-time faculty. The number of full-time faculty members has decreased noticeably over the past years. In 2017, Hocking College reported having 89 full-time faculty and 100 adjuncts. In spring 2021, the college has 31 full-time faculty and 47 program managers. While this totals to 79 full-time faculty, only 31 have full-time teaching loads. According to the data provided, Hocking College employed 184 adjunct faculty in spring 2021. The drop in full-time faculty aligns with the reduction in student enrollments; the college enrolled 1,525 students in spring 2021. The move toward program managers since their last HLC visit provides intentional oversight of program review and assessment at the program level. The move to less full-time faculty and more adjunct faculty is consistent with national trends. It should be noted that the full-time faculty at Hocking College expressed concern over the reduction in full-time teaching faculty.

Program Managers are essential in the development of curriculum, implementation of assessment, and establishment of academic credentials for faculty members. They meet with advisory boards and conduct program reviews to make decisions regarding curriculum. They review assessment data for the program review process. They helped create the process for credentialing program faculty. However, the involvement of unionized full-time faculty members appears to be inconsistent, with the majority of full-time faculty members in attendance during the visit indicating that they are left out of these conversations and decisions. Program Managers and Deans might consider how they can get full-time and adjunct faculty more involved in these processes to ensure faculty ownership and buy-in.

In spring 2018, Hocking College developed documented procedures for faculty credentialing. The procedures were last revised in spring 2019. The procedures were developed to align with the HLC requirements for faculty credentialing. The procedures are implemented through the Faculty Credentialing Committee which is chaired by the vice president for Academic Affairs and Workforce Development and includes the dean and one faculty member from each school. A review of faculty personnel files by the onsite team member found that ten files met faculty, staff and administrator qualifications consistent with stated position. All files contained application, HR screening forms, resume/CV, individual professional development plans, transcripts, pay agreements, and various correspondences. During the visit, the Deans indicated that the same review is conducted for high school teachers who teach college classes as part of the CCP concurrent program with Hocking College. For faculty members who are lacking the proper credentials, Hocking College deans indicated that they are assisting them in earning required credentials.

In 2019, Hocking College implemented a new process for evaluating faculty and staff. The new process uses self-assessment through and Individual Development Plan. According to the assurance argument, faculty members complete the IDP worksheet and then meet with their supervisors to discuss the plan. The procedures outlined include meeting semi-annually to discuss progress toward goals created through this process. Copies of these IDP documents were confirmed in the faculty personnel folders by the on-site team member. While self-assessment and goal planning are important parts of improvement, the institution is still lacking any formal evaluation of the faculty members. Both full-time and adjunct faculty indicated having not been evaluated formally in multiple years, even after they have requested either classroom observation or formal evaluation. Early career faculty indicated having to reach out to senior leadership to find out if they had completed their first year satisfactorily in order to no longer be considered probationary faculty. Multiple full-time faculty who have been with the institution for over five years to twenty years indicated having very seldom been evaluated during their entire tenure at the institution. Additionally, full-time faculty members

indicated that the high turnover rate in their supervisors made it impossible to receive any feedback. One full-time faculty member indicated having had 20 supervisors in 14 years. While student course evaluations are administered through Blackboard, faculty also indicated that they do not have access to this data to improve their courses even after requesting the data. It is unclear how or if this data is used to improve curriculum and pedagogy at Hocking College. Processes for classroom observation of concurrent enrollment teachers is in place and conducted regularly. Similar procedures could be considered as part of a more formal evaluation process for all other faculty at Hocking College.

Hocking College implemented procedures for faculty professional development funding and opportunities in the spring of 2018. The process involves faculty members completing an application for funds and submitting the application to their Dean. The Dean reviews and submits to the vice president of Academic Affairs and Workforce Development. Upon completion of this level review, the final decisions are made by the President of the institution. Funds can be used for attending conferences, paying membership dues, and more, all which are outlined in the procedures manual. Many faculty indicated having used professional development funds to participate in these trainings, including opportunities for earning certifications in their field. One faculty member shared with the team that rather than receiving funds, they were being given paid time off to participate in a two-week program in another state. In addition to these opportunities, Hocking College hosts two semi-annual professional development days for all college faculty and staff. The available sessions depend upon the nature of institutional initiatives and needs at the time of the Learning Day. For example, when the institution implemented faculty advising, a national speaker was brought in to do training sessions related to faculty advising. Overall, the faculty indicated feeling supported to stay current in their discipline and to access necessary and desired professional development.

Full-time faculty members at Hocking College are required to hold at least six office hours a week to serve their students. As faculty advisors, both full-time faculty members and program managers must be available to their students throughout the week. According to the student survey, the majority of students feel that faculty are available when they need help. Students indicated no issues with faculty availability, though there was some feedback both in the campus session with students and the student feedback survey that the level of helpfulness or accurate information provided is inconsistent across faculty. Hocking College might consider providing additional training to their full-time and adjunct faculty to ensure students are not getting inaccurate information.

Tutoring is provided by educational specialists who are professional staff members as well as peer tutors who are students who have successfully completed the courses they are providing assistance with. Academic advising is primarily completed by full-time faculty members and program managers who are able to provide program and career specific advising. Financial aid staff are members of national organizations that provide training and support to financial aid professionals. Staff indicated that there are funds available for professional development outside of the semi-annual professional development offered by Hocking College. The funding for this support comes from the general budget as well as grants that the college has secured.

While the institution has reorganized and restructured, given the enrollment at Hocking College, they appear to have the faculty and staff needed for effective, high-quality programs and student services. They provide professional development opportunities to ensure faculty and staff have the necessary skills and certifications for their fields. However, the institution does not conduct formal evaluation of faculty and staff. The Individual Development Plans are great for goal setting, but they do not provide a mechanism for formal, documented evaluation of the employee. It is clear that both faculty and staff would prefer a method of formal evaluation to a solely self-assessment-driven process. This

criterion is met with concerns. The interim monitoring requirements for meeting this criterion are outlined below.

Interim Monitoring (if applicable)

Though it is a good practice to include self-assessment in any formal evaluation process, self-assessment cannot be the only method by which faculty are evaluated to ensure quality teaching. Faculty and staff both expressed concern with this means as their sole evaluation. And, many faculty indicated having not completed this process regularly.

The team recommends that Hocking College submit an interim report by May 5, 2023 demonstrating completion of the following:.

1. Create a formal evaluation process for evaluating faculty, both full-time and adjunct.
2. Demonstrate regular evaluation of all faculty, both full-time and adjunct, through this new process.
3. Meet with faculty and discuss the evaluation
4. Document these evaluations in faculty personnel files.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Rating

Met

Rationale

Hocking College provides many student support services to meet the needs of their students. Admissions and registration services, along with financial aid, and other essential services are found in a one-stop location on the main campus. Tutoring is provided both in person and online. In-person tutors consist of professional education specialists along with peer tutors. Library services are also available to students. Counseling and health services are available to students. Additionally, many co- and extra-curricular opportunities exist. This includes a week-long orientation prior to the start of the fall semester that includes exposure to many of the clubs and recreational activities available as well as the support services available. Hocking College has specific services for TRIO students, Veterans, honor society PTK students, students with accessibility needs, and athletes. They have a Career and University Center which provides college fairs and training to improve transfer and employment opportunities. Hocking College also has many student clubs and organizations specific to the various technical fields of study at the institution.

The state of Ohio has implemented a statewide mandate that students enter directly into college-level coursework with no developmental or remedial level coursework to be completed first. Students entering Hocking College can use multiple measures to determine if they are ready for college-level coursework or if they might need additional support to succeed in college-level math and English courses. If it is deemed that such support is necessary, Hocking College provides co-requisite support. In addition to this more traditional preparatory means, Hocking College provides three programs to ensure students are enrolled properly and progress well in their first term. QuickStart registration events are held to provide students with assistance in registering for classes, evaluating transfer credit, and applying for financial aid. New students are able to participate in SmartStart, a week long program during which they get oriented to campus as they experience educational and recreational activities. Finally, all students at Hocking College are required to complete Pathways to Prosperity I and II. Pathways I is an eight-week, one-credit, online course that helps students learn the skills and

information necessary to succeed at Hocking College.

Hocking College uses a faculty-led advising model. Full-time faculty members serve as students' primary advisors. According to program managers during the visit, full-time faculty (which include both union faculty and program managers) can advise up to 30 students in addition to their other duties. These faculty serve in the program in which the student is enrolled. Additional advising is available through Education Specialists, TRIO, Accessibility Resources, and Veterans' Services. Students are assigned a block schedule and adjustments are made depending on their individual needs. Students can access their academic plans and their progress through a self-service portal, Colleague Self-Service Student Planning. Students during the onsite visit as well as through the student survey indicated that advising by faculty is inconsistent. They expressed concern that the faculty roles have begun to encompass so many different roles. They feel that faculty are not equipped with enough information regarding processes at the institution to appropriately and accurately help them. Faculty also expressed some concern with the amount of work this has added. But, generally the faculty seem to enjoy advising the students and having this level of involvement in their students' college career.

Hocking College provides the infrastructure and resources necessary to support effective teaching and learning. They have installed distance learning technology in most classrooms allowing students to remotely join the class if necessary. Hocking College invested in Blackboard Ultra as their new learning management system in the recent past. As a means to provide consistent learning materials at a better price, Hocking College uses Cengage Courseware, which provides eBooks and other online materials, in most courses. They have also implemented a program called Bring Your Own Device, which requires students to bring a device to class that meets certain minimum requirements to ensure they have the technology necessary to be successful. Free wireless is available in all campus buildings and residence halls. The wireless infrastructure has been under improvement since 2020. The institution has labs specific to particular fields. Specifically, the on-site reviewer assessed the Perry Campus location including the dental hygiene clinic and main campus facilities including the library, tutoring, testing center, fashion design lab, advanced manufacturing, central admission area, and classrooms. Each area was well equipped with the appropriate technology suited for the discipline. For example, the dental hygiene clinic and Perry Campus was outfitted with 10 new dental chairs with computers and x-ray units comparable to an industry practice settings. Additionally, the advanced manufacturing area had robotics equipment and the fashion design areas was equipped with industry standard sewing machines and computer stations equipped with 3D imaging capability that the on-site visitor saw various demonstrations by students and faculty. Additionally, the library, testing center, and tutoring areas were equipped with computers for student study and testing. The site visit occurred during finals week and the visitor observed students working independently at computers and studying quietly. During the visit, the peer reviewer noted several construction projects underway at the institution. One example of infrastructure improvement provided during the visit included a renovation to the film program's space. The film program's advisory board made recommendations regarding the program curriculum and necessary technology to add options to the program in film animation. The recommendation was approved through the Academic Affairs Committee resulting in $100K renovation to the film lab. Another project underway was the Nature Center project.

It should be noted that there was some consistent concern expressed by students who live in the residence halls that there are maintenance issues that are not addressed. While this is not directly related to teaching and learning infrastructure, if students are distracted by concern that their living environment is not safe or kept up, this can be detrimental to their learning.

The institution provides many enhancements to teaching and learning to ensure students have the support and infrastructure necessary to succeed in their studies at Hocking College. This criterion is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

Overall, Hocking College provides academic offerings that are appropriate to higher education. Most programs and courses have learning outcomes specific to that program or course that are articulated on the college website and in the course syllabus. These learning outcomes are consistent across modalities and locations and reflect recommendations by advisory boards and requirements at the state level. The institution offers a general education program that is consistent with state level transfer requirements, and is evaluated through a set of Success Skills assessed in all programs and courses. While there is always room for improvement in these areas, Hocking College is aligned with good practices in these areas.

The enrollment at Hocking College has steadily decreased over the past years. In response, Hocking College has reduced its full-time faculty numbers and reorganized faculty into positions of leadership with administrative duties in addition to a reduced teaching load. Some of the programs with the largest enrollment have low numbers of full-time faculty and a high turnover. This should be examined regularly to ensure that the programs have the necessary faculty numbers and support to ensure student success and satisfaction. Hocking College is making hard decisions that parallel those being made across the country in the current landscape we are working in. It might help their constituents to understand these decisions if more information and data were shared when decisions are presented.

While Hocking College has made great strides in their credentialing process, and have implemented a new evaluation model, it is important that there is an actual evaluation process created by the institution to ensure quality education for their students. While self-assessment is an important part of this process, it should not replace formal evaluation. It is for this reason that Criterion 3 is met with concerns with the recommendation for required interim reporting in two years demonstrating that they have implemented a formal evaluation process and documented consistent and meaningful evaluation of all faculty, both full-time and adjunct.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

Hocking College, established in 1968, has a strong history of career development programming to address the social and economic needs in southeast Ohio. In recent history, Hocking College has been extensively involved in focused visits, interim monitoring reports and etc. to document and provide further evidence of program review as noted in criteria 4.A. Since 2015-2017, the College has been extensively involved in the development of program review. As noted in the 2020 Focused visit report, Hocking College focused on two initiatives and provided evidence: movement from 16 weeks to 8 weeks and creation of all-inclusive pricing model. The 2020 focused visit team noted the impending development of program review written instructions and procedures, review schedules, templates and demographic data along with IT dashboards/spreadsheets. Significantly, the 2021 assurance argument documented the 8 week course delivery model launch. In 2019, with the launch of the 8 week course delivery model, all inclusive pricing model and BlueQuill, the College was

notified that BlueQuill would no longer be available or supported. Subsequently, Hocking College moved to Blackboard in 2020. With support from Ohio Association for Community Colleges (OACC), the College developed the program review tools identified in the 2020 focused visit report. The visiting team evaluated the program review schedule, instruction and guidelines, template, data reports and analysis templates, and cost-benefit gross margin report in the assurance argument. The institution demonstrated responsibility for the establishment of process, procedures and evidence to support a sound and equable program review process. All evidence appeared relevant and appropriate. Additionally, the following reports were reviewed in Blackboard: Early Childhood Education, Advanced Energy, Equine, Ecotourism and Adventure Leadership, Fermentation Science, Medical Laboratory Technology, Website and Application Development, Film and Video Production, Wildlife Resources Management just to name a few. The documentation in Blackboard was extensive and expansive from Summer 2020 to Spring 2021. The aforementioned program portfolio reports were reviewed for clarity and content enclosed. The peer reviewers were given user ID and password codes to access the system to assess the completeness of each program review. The following items were evaluated by the peer reviewers: narrative reports with responses to questions relative to enrollment, program cost analysis, completion rates, grade distribution, retention rates, faculty, marketing analysis and facilities. The following analytic reports were available for review: admission data relative to demographic make up, and program graduation rates. Further, a unique characteristic of Hocking College program review process includes the use of an evaluation rubric. During meetings with the Academic Affairs Committee and faculty, the peer review team noted that the Academic Affairs Committee chaired by the Vice President of Academic Affairs with faculty and dean representatives evaluate all program review reports using a standardized rubric. This process facilitates strategic action steps for quality improvement.

Hocking College evaluates credits for transfer using the Ohio Department of Higher Education policies and procedures to grant credits into the institution. As a state community college, Hocking College aligns with the state of Ohio policies, processes and procedures. The College policies aligns with the State of Ohio to ensure the systematic application of quality when accepting and transferring out of the institution. Transcripts are submitted to the institution for consideration. Hocking College has a comprehensive Prior Learning Manual. The document is comprehensive and outlines the role of the student in submitting prior learning experiences.

The College continues to maintain and exercise authority over courses, course rigor, expectation for student learning and access to learning resources by using the Academic Affairs Committee (AAC). This evidence was also confirmed in 3B. The committee consist of a cross-section of administrators, managers, and faculty whereby they approve all courses for creation, modification and deletion. The Academic Affair Committee procedure manual was included for review and the document outlines committee purpose and procedures.

Hocking College has been given an extension to comply with faculty qualification requirement as stated in Assume Practice B.2.a for dual credit faculty until September 1, 2023. However, Hocking College provided evidence of faculty qualification for full-time, part-time faculty, staff and administrators. The peer reviewers reviewed faculty qualification documents provided in assurance argument, addendum and on-site. Specifically, after reviewing the documents provided in the assurance argument and addendum section, the peer reviewer assessed ten personnel files on-site. All files contained application, HR screening forms, resume/CV, individual professional development plans, transcripts, pay agreements, and various correspondences.

Hocking College maintains a list of specialized accreditation associated with American Culinary

Federation (ACF) for the baking program, the Accreditation Council for Business Schools and Programs (ACBSP) for the business programs, and multiple accreditors for health and public safety programs. External accreditation also includes state approval of several programs including the State Medical Board of Ohio for the Massage Therapy Program, the Ohio Board of Nursing for the nursing programs, and the Ohio Department of Public Safety and the Ohio Department of Transportation for the Commercial Driver's License Program. A complete list was noted in the assurance argument via 2019-2020 Hocking College Catalog. Also, the accrediting agencies were noted in Criteria 3A.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met With Concerns

Rationale

Hocking College's mission to provide a pathway to prosperity is visible across the campus in notable locations like the president's office and various departmental offices, the website and its strategic plan. Hocking College's assessment of student learning and direction for achievement is visible throughout the College's Plan for Assessment of Student Learning 2021 document provided in the assurance argument. The document is also visible on the website. The plan was designed based on feedback from faculty, research from other Colleges, and the College's participation in the HLC Assessment Academy. The final report dated 5/19/2017 noted that Hocking joined the academy in 2015. In the early years of the academy, Hocking College incorporated LiveText to collect and modernize it assessment and continuous improvement work. Currently, Hocking College is using the College website to capture the assessment framework of the College's assessment journey. The College's website notes Assessment Plan, outlines student's success skills along with associated rubrics for each success skill. Further, the assessment website hosts outcomes for each program by school. The links are organized to the actual program website with specific program learning outcomes.

The assurance argument provided details relative to process, photos and a poster presentation capturing the College's participation in the HLC Assessment Academy and identifying a structured process to assessment. Further, the College provided documentation relative to the college-wide assessment training sessions and participant feedback. The peer reviewer reviewed assessment documentation which included guidelines, instructions, template and completed program documents from the Registrar's Office, Dental Hygiene, Physical Therapist Assistant, Forest Management, and Nursing.

Reflectively, based on the 2017 final report and 2020 focused visit report, Hocking College has progressed in the collection, storage and maintenance of data. The College provided samples of program learning outcomes, curriculum maps along with institutional department-Registrar, Visual Curriculum tool process document, Nursing's curriculum map and Forest Management's student outcomes and assessment document. Hocking College has identified a relevant continuous

improvement cycle to include 1. Curriculum Map, 2. Program Guide, 3. Course Guide/Outline, and 4. Visual Curriculum. It illustrates the connections between courses, outcomes and assessment. Further, the Tracking, Analysis and Communication forms illustrated outcomes measures, benchmarks, results and follow up for Health Information Management, Medical Assisting, Criminal Justice, Paramedic, and Welding to substantiate the college's assessment work. The Curriculum maps were provided for dental hygiene, physical therapist assistant, music production, agroecology, automotive, and carpentry noting clear alignment of program learning outcomes and success skills with specific courses.

The College has made significant strides relative to documenting the uses of information gained from assessment to improve student learning. Clear processes, instructions, and foundational work has been completed since the 2020 focused visit report. However, this area of 4.B.2 area appears to be an area requiring more attention from the institution. During the site visit extensive discussion occurred concerning faculty and administrators involvement in the assessment processes and evaluation. The institution developed a sound tools for tracking and the college shared documents in the assurance argument. The College is commended for completing substantial work in such a short period of time. However, more work is necessary to document in Blackboard the information gained from assessment to improve student learning. Specifically, the Summative self-assessment review forms for instructional and non-instructional departments are significant to the College's continued assessment work. Additional time is needed for the institution to gather additional data sets, develop trend analysis, and note improvements from various assessment processes.

In 2017 Hocking College noted limited student outcome data published on the institution's website. Currently, there is limited and in some cases no information available on the website. The program review process has enabled internal stakeholders the opportunity to review relevant data. However, assessment results and analysis appears limited and practically impossible based on the recent development and implementation.

Based on the 2017 report, Hocking College provided processes and methodologies consistent with good standard assessment practices. During the 2021 assurance argument review, Hocking College provided significant evidence related to faculty training sessions ranging from topics "What is Assessment", process review, results and analysis along with further evidence from 2019 relative to the development and implementation of a PLO Tracking Tool. A sample from dental hygiene program and the physical therapist assistant program were provided for review. The tool highlighted central point to record, program learning outcomes, measures to be used, benchmarks, person responsible, results and analysis, plan for improvement, follow-up and communication plan. This tool appears consistent with standard assessment practices. Notably, the physical therapist assistant program sample provided several years of data and analysis. However, the form was incomplete as information was missing or a plan for future measurement was not identified. Again, this area speaks to 4.B.2. the institution uses the information gained from assessment to improve student learning.

Hocking College's assessment processes continues to evolve and provides evidence as noted on the College's Assessment and Academic Affairs website. The peer reviewer identified and reviewed the Plan for Assessment of Student Learning document on the college's website and in the assurance argument. The document identified extensive processes for program learning outcomes and student success skills.

During the monitoring report of 2020, staffing plan for support of assessment of student learning was in progress. The assurance argument highlighted the Academic Affair Committee and Assessment

Council in Criteria 3A. The assurance argument identified a director of assessment along with each dean playing a vital role in tracking their respective units assessment work. Hocking College has identified Council Assessment Review (CAR) to provide feedback to programs and for formalizing reporting to College stakeholders and community. This new framework plays a vital role in the review, evaluation and communication on a three to four-year rotation following the annual submission of the Summative Self-Assessment Review (SSAR). Documents of the process were available in assurance argument.

Interim Monitoring (if applicable)

The College is commended for completing substantial work in the development of the Plan for Assessment of Student Learning 2021 in such a short period of time. Specifically, outcomes, visual communication, and curriculum map completion was foundational assessment work completed. But, more work is necessary to document the information gained from assessment to improve student learning. The institution developed a strong plan, processes and sound tools for tracking and the College shared documents in the assurance argument. Specifically, roles and responsibilities are clear, tools were available for review. The PLO tracking tool along with the Summative self-assessment review forms for instructional and non-instructional departments are significant to the College's continued assessment work.

In order to confirm compliance with 4.B.2., Hocking College should continue established work relative to documenting assessment work using the PLO tracking tool along with summative self-assessment forms for instructional and non-instructional departments noting data collection, analysis and closing the loop. The information should be documented and upload into the LMS - Blackboard. Additional time is needed for the Institution to gather additional data sets, develop trend analysis, and note improvements from various assessment processes.

The team recommends that Hocking College submit an interim report in May 5, 2023. In order for the institution to meet 4.B., the institution should demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning with the following steps:

1) Document faculty involvement in the assessment of student learning

2) Utilize **PLO tracking tool** for instructional programs and non-instructional department

3) Complete **Summative self-assessment review forms** for instructional and non-instructional departments

4) Upload items from item #2 and #3 to your Blackboard system or a system of your choice to house the continuous cycle of assessment

5) Document changes and actions related to the assessment of student learning

Based on the assurance argument and the on-site visit, time is needed for the Institution to address the aforementioned areas and gather additional data sets, develop trend analysis, and note improvements from various assessment processes.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Rating

Met

Rationale

Hocking College has a strong commitment to students based on its mission and vision. During all on-site sessions, the board, faculty, staff and administrators demonstrated commitment to quality learning, serving students, graduate success and the presence of Hocking College in the community.

Based on 2017 final report and the 2020 interim report, Hocking College has made progress in providing evidence of measures of students learning. Further, the College recognized IPEDS graduation rate of 19% and 31% in 2014 and 2019, transfer rate of 18% and 25% along with the College's completion plan and a 2020 comprehensive report of course completion data and averages. The program review process provided extensive data relative to persistence and completion based on each program and certificate at Hocking College.

Hocking College's website provided institutional retention data as of the fifteenth day of autumn terms:
• Autumn 2017 to Autumn 2018 - 46% retained
• Autumn 2018 to Autumn 2019 - 36% retained
• Autumn 2019 to Autumn 2020 - 47% retained

Further, the College's website highlighted graduate and transfer data for 2015, 2016, and 2017. However, peer reviewer unable to review overall institutional persistent and completion data from fall to spring and current completion data. During the visit, the president indicated that a Director of Institutional Research has been hired to better display the College's institutional data, including retention, persistence, and completion data.

Hocking College has identified and implemented significant strategies to increase persistent. The College has adopted initiatives like Advising, Eight week schedule and block schedule, all inclusive pricing model guarantee, and Stitched in an innovative approach to discuss student issues and needs. Further, Pathways to Prosperity is another initiative or course designed to empower students to be successful graduates.

Hocking College has identified strategies to ensure student persistence. The institution uses data program review process, advisory committee feedback and graduate information to make improvements. Consequently, courses, advising, initiatives and programming initiatives were designed to help to student retention. Uniquely, Hocking College provides on-campus housing for students and offer additional housing called Opportunity House for extremely at-risk students.

Hocking College uses multiple methods to collect and analyze data for student retention, persistence and completion.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Rationale

Hocking College has made progress in providing evidence of assessment of students learning. The program review process provided data relative to persistence and completion based on each program and certificate at Hocking College. The 4.B.2 requires institutional attention with interim report due on May 5, 2023.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Hocking College is a technical college operating under the direction of an appointed nine-member Board of Trustees. Three members of the board are appointed by the governor of Ohio and the others are appointed by a caucus of the county, city and exempted village school districts' boards of education that operate in the technical college district.

The site team confirmed that the training for the Board of Trustees begin with new member training and orientation. They participate in annual Ethics Law Training, including conflict of interest training. Trustees are actively engaged in the campus community and act as advocates for the college. The Board of Trustees members present discussed various training opportunities available to them. They cited the American Association of Community Colleges (AACC) presentation that focused on the role of the Board of Trustees and how to conduct their regular business. The review team confirmed with the Board of Trustees the process for their annual self-evaluation and presidential evaluation review.

The Board has a committee structure that meets before the regular board meeting. Each vice president is assigned to be a contact to bring items for discussion, share information, and discuss the motions and resolutions coming from that committee for the full board's review. The Board is committed to the shared governance and participated in the formation of the current strategic plan.

During the visit with the President's Cabinet, a model of College-wide shared governance was outlined. The Cabinet explained the opportunities for faculty, staff, and administrators to be involved in College operations through several committees including: The Communication Committee, Safety Committee, and the Budget Advisory Committee. Other avenues of campus communication discussed include the Hocking Herald, which is a weekly newsletter to keep the campus informed of events and activities on campus.

Additionally, the College holds a weekly college-wide communications meeting, where attendance is mandatory. Following the meeting, a summary and presentation materials are emailed to all employees. The weekly meeting includes details of policy and procedure updates, general and specific updates, campus activities, news stories about individuals and accomplishments, and an opportunity for employees to communicate their departmental priorities to the rest of campus. The College continued to be hold these meetings virtually during the COVID-19 pandemic.

However, this model of shared governance did not seem to be viewed the same as the faculty and staff at the College. Although visits with each of these groups confirmed these weekly communications were happening, there was not much, if any, evidence of how participation in these events lead to change within the College from the bottom up. Faculty and staff referred to a number of surveys, but they stated that they were not sure where the data ended up or how it was used to make improvements.

There are also concerns from the site team with the annual evaluations system, or the individual development plan (IDP). The concept of this systems was that IDP's are initiated by the employee, who was expected to initiate a meeting with supervisor where they discussed goals. The supervisor met with the employee to make sure goals were aligned with the college goals. The site visit team has concerns if this is taking place. Many employees expressed concern that the evaluations never happen. This same concern is expressed in rational for criteria 3C.The College would benefit from developing an evaluation system for employees.

The site team was also unable to confirm there is a student group directly involved with shared governance. When the student session was asked if they participated in any type of student government, no one was aware of any opportunity. Student government involvement on campus would be beneficial to shared governance on campus.

There was evidence throughout several sessions to show the College was very deliberate in the data collected for the institution. There has been much work done in this area since the previous visits. The budgeting process is data driven and budget mangers meet monthly to make these decisions. Hocking Community College has begun to use Blackboard as their new learning management system, which is used to College reports on program and course reviews. Each academic program has a folder in Blackboard with the following data available for their use as they complete the Program Review Report Template. They use this information to evaluate and analyze academic efficiencies throughout their programs.

In the assurance argument provided by Hocking College, the Academic Program Review was cited as an example of using data to reach informed decisions. Throughout the visit, the site team found that although the assessment processes continue to evolve, there is still much needed for the College to "close the gap" or use the data collected to make informed decisions. The College has updated the processes used and developed a good foundation; however, they should continue to document the information they gain from these assessments and continue to document these assessments, analyze the data and use it to make improvements.

The data is being gathered, but there is still gaps in understanding how the data is being used, or if it is being used to make decisions. As discussed previously, evidence of the institution's administration involving faculty, staff and students in policies and processes throughout the structures was not always evident.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Hocking College's assurance argument and the confirmation by the site visit showed that the institution has qualified and trained staff and adequate infrastructure to support its operations. This process begins with the College's hiring and acclimating employees to the College as one of the most important responsibilities the institution bears. Human Resources ensures that credential process and template are used by the hiring committee to evaluate and recommend qualified candidates.

New employees begin employment at Hocking by participating in an orientation program to acquaint them with the campus policies and procedures, the structure of the college, and their new colleagues. The College provided several examples of how they continue to develop their employees. One example is the "Start Week" training at the beginning of each semester. This week is used as a refresher for all employees with needed trainings and meetings during this time for all faculty and staff at the College.

Professional development is available on and off campus for all employees of the College. Professional development is funded by several sources and set aside in the College's annual budget process. The College community participates in "All Hocking Learning Day." which is a professional development day held once each autumn and spring semester. Employees of Hocking College also have tuition remission at their own college, at Ohio University, and Tri-County Adult Career Center.

Hocking College uses an annual budgeting process which is inclusive on all levels of the campus. The budgetary process is led by the fiscal department, which has responsibility for putting the budget together, incorporating the feedback of academic departments, operational departments and cabinet. The budget advisory committee meets three times per year. The process begins in December to discuss the time frame and logistics for the upcoming budget, followed by an April meeting to consider enrollment projections and in June to propose the college budget to the board.

When the budget is being built for the next fiscal year, the College considers the expenses needed

based on a modified zero-based budgeting framework, helping eliminate unnecessary costs and being able to maximize available funds to fulfill its strategic goals. Regular monitoring of the budget is reviewed in monthly meetings with the fiscal office and the budget mangers to talk through questions and determine needs. The College closely monitors both revenues and expenses. If revenue projections do not correspond to actual results, a revised budget is provided to the board in order to allocate additional moneys or propose reductions in expenses.

The assurance argument provided by Hocking College explained how monitoring of expenses occurs. These processes were confirmed by the site visit team. They are:

- The College provides budget managers and other applicable staff the ability to see in real-time expenses, encumbrances and available budget through Colleague's Self-Service Software.
- The Fiscal Department actively monitors expenses, both on a departmental level and for the college as a whole.
- The Fiscal Department produces a monthly dashboard that summarizes the budget and expenses for the president and other applicable personnel.

The Board of Trustees approves the final budget before the start of the fiscal year. Hocking College continues to make improvements on their fiscal allocations. They have been able to operate under a balanced budget and maintain financial stability.

The campus and physical infrastructure at Hocking College are supported through the upkeep and repair of the campuses. The site team confirmed this through a physical visit. They are able to purchase and repair their facilities through the operating revenues of the college, capital appropriations through the state of Ohio, and through grants.

Through the COVID-19 pandemic, the college continued to maintain a balanced budget and continued to pursue funding sources to supplement the main operating revenue stream. One example of this is the Memorandum of Understanding between Hocking College and Fairfield County Port Authority, Hocking College, Ohio University Lancaster, Fairfield County Commissioners and the Ohio Department of Higher Education to offer educational programming in Lancaster, Ohio. Hocking College has been awarded $750,000 to develop and implement workforce training at the location.

The team noted that the College used the CARES fund to support its mission. It utilized the fund to support Student Aid ($1.2 million), Institutional Support ($1.2 million), Coronavirus Relief ($1.3 million), Strengthening Institutions Program ($118 thousand) and Mental Health ($30 thousand).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Hocking College provided evidence through the site visit and the assurance argument they align their resources with the strategic plan and mission of the college. This is evident in the discussion with the faculty and staff and evidence is provided in the assurance argument. One example given by the college was the development and implementation of new programming in demand in the industry. This included HVAC, STNA, CDL, Dental Hygiene, Fashion Design and Retail Merchandising.

The FY 2019 Audit also supports this argument showing the institution is allocating their resources in alignment with their priorities. One example is the addition of an additional $1:0 million to its strategic reserve. This is done to improve their reserve ratio and ensure financial position for the institution. Overall, the results of the financial position have increased as the College decreased liabilities and the expenses associated with those debts.

Hocking College allocates resources to ensure programmatic success with input from across campus including administration, faculty and staff. One evidence of this was the development of a budget advisory committee with members from across the College campus to oversee that fiscal priorities are aligned with the college mission. The budget committee also meets annually to make adjustments for fluctuations in revenue and enrollment.

Although much improvement has been made in the gathering of this information, the site visit team encourages the College to continue to use these processes to close the gap, and take the data gathered from assessment and use them to document continual improvement.

The meeting with Hocking College employees and stakeholders demonstrated that planning the

process encompasses the institution as a whole and considers the perspectives of internal and external constituents' groups. One example given to the site visit team during the external stakeholder and community engagement session was the college credit plus offerings credentialed by Hocking College. This program gives high school students in the area the opportunity to take college credits while attending high school.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Hocking College demonstrated that its resources, structures and processes are sufficient to fulfill its mission. The College has a budgeting process that involves employees from various departments and units of the institution. The faculty and staff seem to understand the budgeting process and are involved with decisions. There is still room for improvement and recommendations were made throughout the criterion.

Review Dashboard

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

Review Summary

Interim Report(s) Required

Due Date
5/5/2023

Report Focus
Core Component 3.C

The Team recognized the need for self-assessment in any formal evaluation process as a good practice. However, self-assessment cannot be the only method by which faculty are evaluated to ensure quality teaching. Faculty and staff both expressed concern with this means as their sole evaluation. Many faculty indicated that they have not completed this process regularly.

The team recommends that Hocking College submit an interim report by May 5, 2023 demonstrating completion of the following:.

1. Create a formal evaluation process for evaluating faculty, both full-time and adjunct.
2. Demonstrate regular evaluation of all faculty, both full-time and adjunct, through this new process.
3. Meet with faculty and discuss the evaluation
4. Document these evaluations in faculty personnel files.

Due Date
5/5/2023

Report Focus
Core Component 4.B

The College is commended for completing substantial work in the development of the Plan for Assessment of Student Learning 2021 in such a short period of time. Specifically, outcomes, visual communication, and curriculum map completion were foundational assessment work completed. But, more work is necessary to document the information gained from assessment to improve student learning. Based on the assurance argument and the on-site visit, time is needed for the Institution to address the aforementioned areas and gather additional data sets, develop trend analysis, and note improvements from various assessment processes.

The team recommends that Hocking College submit an interim report on May 5, 2023. In order for the institution to meet 4.B., the institution should demonstrate its commitment to educational achievement and improvement through ongoing assessment of student learning with the following steps:

1) Document faculty involvement in the assessment of student learning

2) Utilize **PLO tracking tool** for instructional programs and non-instructional department

3) Complete **Summative self-assessment review forms** for instructional and non-instructional departments

4) Upload items from item #2 and #3 to your Blackboard system or a system of your choice to house the

continuous cycle of assessment

5) Document changes and actions related to the assessment of student learning

Conclusion

Hocking College strives to fulfill its mission which is articulated publicly and operationalized throughout the institution. The College has policies and procedures to ensure integrity in its operations. Students, internal and external stakeholders, and the general public are provided accurate information about its academic programs, student services, cost of attendance, and accreditation relationships. The governing board adheres to its bylaws and authorizes the president to develop an organizational structure designed to fulfill the College mission.

Hocking college demonstrated that its resources, structures and processes are sufficient to fulfill its mission. The College has a budgeting process that involves employees from various departments and units of the institution. The faculty and staff understand the budgeting process and are involved with decisions.

While Hocking College has made great strides in its credentialing process, and have implemented a new evaluation model, it is important that there is an actual evaluation process created by the institution to ensure quality education for their students. Hocking College has made progress in providing evidence of assessment of students learning. The program review process provided data relative to persistence and completion based on each program and certificate. The 4.B.2 requires institutional attention with an interim report.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Limited to Standard

HIGHER LEARNING COMMISSION

FORM

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms as PDFs at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are delivered to the correct HLC staff member. (Note: The submission webpage can be accessed through the Assurance System by clicking the Submit Final Form button on the Forms tab.) The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

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

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

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

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

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

Audience: Peer Reviewers
Form
Published: 2021 © Higher Learning Commission

Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 1

Name of Institution: Hocking College

Name and Address of Branch Campus: Hocking College Perry Campus, 5454 State Route 37 New Lexington, OH 43764

Date and Duration of Visit: May 2, 2021, 10-1215 p.m.

Reviewer: Deborah L. Hardy

1. Campus Overview

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

The Hocking College Perry Campus is located about 55 miles southeast of Columbus and is situated just west of the city of New Lexington, Ohio. The Perry Campus located in a rural setting approximately 27 miles from the main campus in Nelsonville, Ohio. Hocking College Perry Campus address is 5454 State Route 37 New Lexington, OH 43764 approximately. The dental hygiene program and clinic is the primary academic programming available at the Perry Campus. The dental hygiene program provides a major service within this rural community. The program manager serves as the dental hygiene program director along with managing the day-to-day operation of the building. The Perry Campus site rents space to an Ohio Jobs and Family office in the basement of the building and Central State College Agriculture program rents another area of building. Specifically, at the Perry Campus, the college has developed two significant partnerships with external agencies, which enhance its ability to provide additional services to students and the region, especially in Perry County. Central State University has been designated as a land grant institution and has established outreach locations throughout the state of Ohio. Central State has approached Hocking College about having one of its outreach locations at the Perry Campus where they provide programming aligned with the land grant mission and are establishing articulations with Hocking College. Central State has leased office and classroom space on the second floor of the building and have established a presence in the Perry community. The second agency working with the college at Perry Campus is the Ohio Department of Job and Family Services Perry County. ODJFS has leased space on the first floor of the Perry Campus building.

2. History, Planning, and Oversight

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

Judgment of reviewer (check one):

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

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

Evidentiary Statements:

Hocking College received approval from the Higher Learning Commission to offer an Associate of Applied Science in Dental Hygiene at the Perry Campus in February 2018. The curriculum and facilities for the new degree in Dental Hygiene was designed with to fulfill Commission on Dental Accreditation standards and industry requirements. The Dental Hygiene program was developed in concert with an active advisory committee and Hocking College faculty. During meetings with program manager and faculty, the reviewer confirmed the Dental Hygiene Advisory Committee membership has representatives from the local dental community, Hopewell Health Centers, community advocates of improved access to oral health care, Ohio University staff and Hocking College support staff. The advisory committee and areas professionals provided valuable recommendations about curricular content ensuring Hocking College graduates are highly skilled and prepared for the workforce.

3. Facilities and Technology

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

Judgment of reviewer (check one):

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

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

Evidentiary Statements:

The Dental Hygiene Training Clinic and Classroom is located at the Perry Campus of Hocking College. The approximate square footage of the dental hygiene clinic and supporting areas is 3,145 sq. ft. The space is sufficient to accommodate students, faculty and clients. During the tour, the peer reviewer assessed the 10 operatory clinic, waiting room, locker rooms, sterilization areas, dental materials lab, classrooms and faculty offices. The facilities were clean, organized, well acquainted with all furniture and equipment necessary to facilitate teaching, learning and clinical care. Didactic and laboratory courses are conducted in existing classrooms and laboratories at the Perry Campus. Distance learning rooms are utilized for several courses when student geographic locations and instructional material deem them appropriate. The Perry Campus maintains virtual access for services and supports at the main campus in Nelsonville, Ohio. Computers and access to wifi enable students to access main campus services on

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Form
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demand. OhioLink is pivotal in accessing relevant periodicals and journals for instruction. Many resources are available in the Perry campus as needed.

4. Human Resources

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

Judgment of reviewer (check one):

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

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

Evidentiary Statements:

The Perry Campus dental hygiene program has one program manager, 2 full-time faculty, 3 dentists and 5 adjunct clinical instructors that align with accreditation standards to maintain a program with 20 students annually with a 5:1 student-to-faculty ratio.

All hiring is completed through the main campus. The program manager completes evaluations and training of new faculty. All credentials are verified in concert with the Hocking College Human Resources department on the main campus. All employees' records are maintained on main campus. During the on-site visit, the peer reviewer evaluated a random sample of employee files and determined files were complete with transcripts, application information, professional development and mandatory training documentation.

5. Student and Faculty Resources and Support

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

Judgment of reviewer (check one):

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

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

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All student and faculty services and academic resources are maintained with Hocking College main campus services. Students and faculty access services remotely. Extensive computers were available to access services remotely. During discussion with Perry Campus students, students expressed satisfaction with services and access to services on the main campus. All students noted the importance of the program manager and their faculty advisors in helping them access resources and support during their education. Students noted access to admissions, registration, financial aid, and etc. were sufficient and they noted much satisfaction with program manager and advisors.

6. Educational Programs and Instructional Oversight

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

Judgment of reviewer (check one):

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

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

Evidentiary Statements:

Hocking College's Dental Hygiene Program is a selective admission program and is designed to provide the best possible education for students preparing to enter the dental profession as a dental hygienist. The curriculum content includes courses and material in the following areas: general education, biomedical sciences, dental sciences and dental hygiene sciences. Clinical education in the scientific principles of dental hygiene is an integral part of the curriculum and extends throughout the program sequence. The Hocking College Dental Hygiene Program is a two-year program. It offers a thorough background in oral structure development and disease prevention, progression, and treatment. The program emphasizes professional and ethical interactions with patients and other health professionals. The Hocking College Dental Hygiene Program is in the final phase of being accredited by the Commission On Dental Accreditation (CODA). The final site visit was scheduled for March 23-24, 2021, with accreditation notice being sent to the college in summer 2021.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of

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data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

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

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

Evidentiary Statements:

The dental hygiene is an accredited program recognized by CODA. The program is constructed in accordance with CODA standards and the program was recently reviewed based on assessment of student learning, persistent and completion. The dental hygiene program participates in the college wide assessment and program review processes. Documents are housed in Blackboard noting the program compliance with college processes and procedures.

8. Continuous Improvement

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

Judgment of reviewer (check one):

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

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

Evidentiary Statements:

The dental hygiene program participates in the college-wide continuous quality improvement process as noted by their participation in program review and assessment. Further, the dental hygiene program is currently under review by the Commission on Dental Accreditation (CODA) for full accreditation. The continuous quality improvement work completed for Hocking College will be used their process for CODA accreditation.

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HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Hocking College, OH
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Year 4 Comprehensive Evaluation.

The institution was granted an extension to comply with HLC's faculty qualification requirement (Assumed Practice B.2.a) solely as applied to its dual credit faculty until September 1, 2023. HLC will suspend review of the institution's compliance with its faculty qualification requirement solely as applied to dual credit faculty until the first evaluation occurring on or after September 1, 2023 at which time the institution's compliance will be specifically examined.

A multi-campus visit will take place in conjunction with the comprehensive visit. The following campus will be visited: Perry Campus, 5454 State Route 37E, New Lexington, OH 43764

Visit to include an embedded report on academic program review and assessment of student learning.

Due to the COVID-19 pandemic, only the following reviewer will travel to the campus: Dr. Deborah Hardy. The rest of the team will conduct the evaluation remotely.

DATES OF REVIEW:	5/3/2021 - 5/4/2021

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change.

Degrees Awarded: Associates

Recommended Change: No change.

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2016 - 2017

Year of Next Reaffirmation of Accreditation: 2026 - 2027

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Recommended Change: No change.

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

Recommended Change: No change.

Additional Location:

Prior HLC approval required.

Recommended Change: No change.

Distance and Correspondence Courses and Programs:

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

Recommended Change: No change.

Accreditation Events

Accreditation Pathway   Standard Pathway

Recommended Change: No change.

Upcoming Events

Comprehensive Evaluation: 2026 - 2027

The team should review that the institution has completed its plan to come into compliance with the faculty qualification requirement.

Recommended Change: No change.

Monitoring

Upcoming Events

None

Recommended Change: Two interim reports due by May 5, 2023 on (1) faculty evaluations and (2) assessment of student learning.

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	30	_____
Associate Degrees	88	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

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

Recommended Change: No change.

Additional Locations

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

Myers Building, 22 Myers Street, Nelsonville, OH, 45764 - Active

Star Sylvania Building, 266 Sylvania Avenue, Nelsonville, OH, 45764 - Active

Recommended Change: No change.

Correspondence Education

None

Recommended Change: No change.

Distance Delivery

24.0102 - General Studies, Associate, ATS in Accounting and Military Science

24.0102 - General Studies, Associate, ATS in Business and Military Science

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

24.0102 - General Studies, Associate, ATS in Fire Management & Military Science

24.0102 - General Studies, Associate, ATS in Human Resources in Military Science

24.0102 - General Studies, Associate, ATS in Logistics Supply in Military Science

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

24.0102 - General Studies, Associate, ATS in Military Emergency Medical Services

24.0102 - General Studies, Associate, ATS in Military Food Service Management

24.0102 - General Studies, Associate, ATS in Military Heavy Equipment Management

24.0102 - General Studies, Associate, ATS in Military Police Science Management

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

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

24.0102 - General Studies, Associate, Military Network Systems Management

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting and Financial Services

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

Contractual Arrangements

24.0102 General Studies - Associate - Associate of Individualized Study - 88 Tactical Group

None

Recommended Change: No change.

Consortial Arrangements

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

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

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

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

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

Recommended Change: No change.