



**HOCKING  
COLLEGE**

**2012-2013 Operational Plans**

# Operational Plans

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## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (1 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Direct Marketing Campaign: Utilizing the Communications Management System in Colleague, a direct marketing campaign will be developed to make ongoing, consistent contact to target audiences to increase the likelihood of enrollment and, ultimately, classroom attendance.

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*Steps to implement:*

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Direct Marketing:

1. Work with Diane Wolf to complete the implementation of the Communications. Management System.
2. Craft the communication pieces and test system roll-out.
3. Work with Admissions Department to develop implementation and follow-up processes.

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*What Resources will you need to complete project?*

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Funding for direct marketing campaign and printed collateral will be allocated through the admissions budget.



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*How will you measure success?*

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Direct Marketing Campaign: Completion is defined as fully implementing the Admissions Communications Management system. 2013-14 goal includes beginning to develop metrics to measure engagement with marketing materials.

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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Project was not adequately staffed/funded, as it required the assistance of another FTE in the marketing department. Initial stages of implementation of applicant communication system were created. Now that Marketing Department has been allocated another FTE, for a total of two FTE positions in the department, this initiative will be continued and completed within the 2013-14 fiscal year.



## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (2 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Online Video: Though the first five videos were completed through the 2011-12 marketing campaign, additional videos will be created highlighting the Logan campus and those programs targeted for growth.

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*Steps to implement:*

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Online Video:

1. Work with Sync Creative and Sally Lozada to identify message points and appropriate students to interview.
2. Shoot videos.
3. After editing, determine appropriate channels for placement.
4. Work with web team to create new home for videos on the website.

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*What Resources will you need to complete project?*

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Funding for online video, billboard advertising and radio campaign will be allocated through the Marketing budget.



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*How will you measure success?*

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Online Video: Completion is defined as fully-utilizing and sharing the videos; the number of views on YouTube.

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*What do you expect from these outcomes? What do you hope to achieve?*

---

- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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Funding that was originally allocated for the additional YouTube videos was reallocated for additional advertising buys to support the spring 13 enrollment campaign. Due to a potential precipitous drop in spring 13 enrollment, the decision was made to purchase advertising rather than create additional videos at this time.



## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (3 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Outdoor Billboard Advertising: New billboard concept will be created to emphasize the Logan campus and the 2 plus 2 concept. Placements will be made along the Rt. 33 corridor moving into the Columbus market.

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*Steps to implement:*

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Outdoor Billboard Advertising:

1. Work with Sync Creative to develop creative for Logan Campus expansion billboard.
2. Work with McGann Media to make billboard ad placements.

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*What Resources will you need to complete project?*

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Funding for online video, billboard advertising and radio campaign will be allocated through the Marketing budget.





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*How will you measure success?*

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Billboard and Radio Advertising: Measurement will be defined by the increase in enrollment for the Logan Campus between autumn 2012 and autumn 2013.

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*What do you expect from these outcomes? What do you hope to achieve?*

---

- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Billboards and radio advertising were placed as indicated. Logan Campus enrollment has continued to retract, along with enrollment for the entire institution, due to the transition from quarters to semesters, declining high school enrollment and the general economic recovery. Additionally, a lack of general course offerings at the Logan Campus have made it very difficult to boost Transfer Module/Associate of Arts/Associate of Science enrollment at the Logan Campus.



## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (4 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Radio campaign: Logan Campus expansion will be highlighted with the 2012-13 campaigns, with placements moving into the Columbus market.

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*Steps to implement:*

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Radio Campaign:

1. Work with Sync Creative to update radio spot to include Logan Campus expansion.
2. Work with McGann Media to make radio ad placements.

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*What Resources will you need to complete project?*

---

Funding for online video, billboard advertising and radio campaign will be allocated through the Marketing budget.



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*How will you measure success?*

---

Billboard and Radio Advertising: Measurement will be defined by the increase in enrollment for the Logan Campus between autumn 2012 and autumn 2013.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Billboards and radio advertising were placed as indicated. Logan Campus enrollment has continued to retract, along with enrollment for the entire institution, due to the transition from quarters to semesters, declining high school enrollment and the general economic recovery. Additionally, a lack of general course offerings at the Logan Campus has made it very difficult to boost Transfer Module/Associate of Arts/Associate of Science enrollment at the Logan Campus.



## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (5 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Social Media Marketing: Executive a targeted social media marketing campaign.

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*Steps to implement:*

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Social Media Marketing:

1. Develop targeted, multi-channel social media campaign with editorial calendar and achievement metrics.
  2. Explore social media monitoring software.
  3. Work with Sync brand social media channels.
  4. Execute campaign.
- 

*What Resources will you need to complete project?*

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In order to fully execute the targeted social media marketing campaign, and to assist with the continued implementation of the other strategies, a Marketing/Communication specialist position has been requested.



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*How will you measure success?*

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Social media: Campaign will be created, which will include baseline points of measurement for review in next plan year.

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*What do you expect from these outcomes? What do you hope to achieve?*

---

- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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As noted above, project required the assistance of another FTE in the marketing department to complete. However, the rebranding of the social media channels was completed, along with engaging in a social media monitoring Internet software called Hootsuite. In the 2013-14 year, the Social Media plan and editorial calendar will be implemented, with metrics defined.



## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (6 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Printed Collateral: Revise Admissions marketing materials to incorporate brand elements.

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*Steps to implement:*

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Printed Collateral

1. Work with Admissions team to identify critical marketing pieces.
2. Work with Sync Creative to design printed collateral.
3. Work with OU Printing to complete pieces.
4. Continue to review, re-evaluate and redesign other promotional pieces as needed and/or requested.

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*What Resources will you need to complete project?*

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Funding for direct marketing campaign and printed collateral will be allocated through the admissions budget.



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*How will you measure success?*

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Printed Collateral: Achievement will be based on completion.

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*What do you expect from these outcomes? What do you hope to achieve?*

---

- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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Admissions pieces were rebranded and printed for the new year, completing the implementation steps outlined above.



## 2012-2013 Operational Plans Summary

**Department:** Marketing and Public Relations (7 of 7 Plans)

**Supervisor:** Laura Alloway

**Person Responsible for Project:** Laura Alloway, Director of Marketing and Public Relations

Project Begins: Entire Plan - July 1, 2012

Project Completed: Entire Plan - June 30, 2013

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*Project:*

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Campus Signage: Develop multi-year strategy to incorporate current branding elements throughout campus.

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*Steps to implement:*

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Campus Signage

1. Create multi-year plan for updating campus signage, including building signs, both internal and external.
2. Design style guide for campus signage.

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*What Resources will you need to complete project?*

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Funding for campus signage will be allocated through the facilities budget.





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*How will you measure success?*

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Campus Signage: Achievement will be based on completion and implementation of Campus Signage plan.

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*What do you expect from these outcomes? What do you hope to achieve?*

---

- Increased awareness and brand recognition of the college
- Entire campus is rebranded with updated logo and "Apply Your Passion" campaign design.
- Enrollment growth in targeted sectors

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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Due to additional funding being received, all outdoor signage was funded ahead of schedule. Therefore, a style was defined for internal and external signage. Steps to make this into a formal signage plan have been taken, with a final completion to be shifted to the 2013-14 year.



## 2012-2013 Operational Plans Summary

**Department:** Strategic Enrollment (1 of 5)

**Supervisor:** Mike Belcher

**Person Responsible for Project:**

- Director of Strategic Enrollment
- Admissions Counselors and Staff
- Academic Deans

**Project Begins:**

- Task to continue throughout the year beginning at the start of each term
- May 1st

**Project Completed:**

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*Project:*

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- Admissions Counselors meet with academic departments with “sit, stare, share” as a key information gathering method.
- Meet at least once per term.
- Final updates from departments before start of each term
- Updates from departments as major changes arise
- Prospective student knowledge increase based on survey results after visiting campus

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*Steps to implement:*

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- Contact departments.
- Attend department meetings.
- Task to continue throughout the year beginning at the start of each term
- Progress to be measured by number of meetings



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*What Resources will you need to complete project?*

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- Admissions Counselors and Academic Deans
- Appropriate meeting space

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*How will you measure success?*

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- Admissions Counselor knowledge of programs by use of surveys
- All Admissions Counselors at 100% with student surveys
- Academic Department satisfaction with Admissions Counselor knowledge of programs by use of surveys
- All Admission Counselors at 80% with Academic surveys

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Campus visits will increase student knowledge of programs to the satisfaction of the academic departments.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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Our 2012 autumn term was our first such semester term. We had updated program information through our marketing materials and the admissions counselors were required to be knowledgeable of their contents and able to use them as presentation items in admissions interviews. This was our focus in the months preceding our autumn start date. We met with departments to discuss our call campaigns due to indicators that our enrollment would be low for autumn and developed strategies to link prospects and applicants/registrants that had not yet paid



to those best able to address specific questions about programs especially in the Nursing and Health programs. Financial aid problems were referred to that specific department. During the month of September, the Student Support Offices were downsized and restructured and the number of admissions recruiters was reduced from seven to three. Our meetings continued jointly with the departments and marketing throughout the academic year to discuss updates but no survey was developed or used to measure results. Our program information on our website is more accurate than it has ever been due to these joint meetings. We at least have heard positive comments from the departments that fewer students report that they were misinformed about a program and the prospect/applicant handoff is a much cleaner process.



## 2012-2013 Operational Plans Summary

**Department:** Strategic Enrollment (2 of 5)

**Supervisor:** Mike Belcher

**Person Responsible for Project:**

- Director of Strategic Enrollment
- Admissions Counselors and Staff

**Project Begins:**

- Task to continue throughout the year beginning at the start of each academic year

**Project Completed:**

- June 30th
- 

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*Project:*

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- Reach out to students in low income and diverse populations.
  - Visit regional high schools.
  - Attend regional college fairs.
- 

*Steps to implement:*

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- Contact school counselors to arrange visits.
- Acquire regional college fair list from the Ohio Association for College Admission Counseling.
- Target fairs and high schools in service district.



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*What Resources will you need to complete project?*

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- List of regional high schools and contact information
- List of regional college fairs
- Defined service area
- Travel materials
- Fleet vehicles
- Cost of attending fairs including travel expenses

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*How will you measure success?*

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- Number of students from diverse backgrounds based on demographic report

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Increase in students with diverse backgrounds based on previous years student population

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

During the month of September 2012, the Student Support Offices were downsized and restructured and the number of admissions recruiters was reduced from seven to three. Our budget allowed very limited travel by admissions counselors during the traditional fall travel season. Our informational materials were updated but print copies were very limited and the traditional promotional items were not purchased as cost cutting measures. We utilized media promotions, TV, radio and billboards to get our message out during virtually all of the 2012-2013 with our primary focus on the Columbus Market Area that would not only cover our local service area but give us access to diverse audiences in the Columbus Metro Area as well.



We have kept our high school contact information current as well as with other agencies such as OACAC, Skills USA, and other related student centered or job placement entities that we recognize as valued partners in student recruitment. We have a tentative fall travel schedule planned targeting audiences that might best fit our technological program needs while increasing our diversity overall at Hocking college. The numbers aren't in as of this date regarding our diversity percentages as of the 15<sup>th</sup> day of enrollment. The last data we have to compare is Autumn 2011 vs. Autumn 2012 which showed a 4.6% decrease but the overall enrollment for the year was down by almost 20%. We should have a much more comparable figures to work with once the final enrollment is set.



## 2012-2013 Operational Plans Summary

**Department:** Strategic Enrollment (3 of 5)

**Supervisor:** Mike Belcher

**Person Responsible for Project:**

- Director of Strategic Enrollment
- Admissions Counselors and Staff
- Marketing department
- Academic Departments

**Project Begins:**

- Task to continue throughout the year beginning at the start of each academic term

**Project Completed:**

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*Project:*

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- Effective use of Admissions communication sequence
  - Strategic student contact
  - Define Hocking College's "best fit student"
- 

*Steps to implement:*

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- Phone calls
- Post Cards/letters
- E-mails
- Text messages
- Campus visits
- All tasks will continue throughout the year.





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*What Resources will you need to complete project?*

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- List of applied students
- Current contact information
- Phones
- Computers
- Postcards with postage

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*How will you measure success?*

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- Percentage of students who enroll after application to be calculated the census date each academic term

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Increase in yield based on previous year yield

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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As the 2012-2013 year was beginning, a joint effort was initiated to examine our Admissions Communications Program and how we could more effectively address the issue of getting the information out to where it needed to be in a timely fashion. The project team consisted of our Marketing Director, Institutional Research Data Entry Specialist, two Admissions Counselors and me, the Director of Strategic Enrollment. Over a series of meetings, we improved the design of the prospect to inquiry information system that could work in our current IT environment and with our current staffing.



We are currently reviewing/updating our Admissions Communication Sequence through registration with our intent on better communicating through lowest cost medium and accurately tracking responses and effectiveness of our efforts through our Institutional Research Office for the first time. We are also exploring text messaging as a viable outreach tool to announce campus opportunities such as program showcases and early registration or “Quick Start” events.



## 2012-2013 Operational Plans Summary

**Department:** Strategic Enrollment (4 of 5)

**Supervisor:** Mike Belcher

**Person Responsible for Project:**

- Director of Strategic Enrollment
- Admissions Counselors and Staff

**Project Begins:**

- Responding to student questions is a task that will continue throughout the year.

**Project Completed:**

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*Project:*

- Respond to student questions by end of next business day.
- Limit number of phone calls transferred to a different person or department.

---

*Steps to implement:*

- Responding to student questions is a task that will continue throughout the year.
- Respond to emails
- Return voicemails
- Answer questions face-to-face when asked.

---

*What Resources will you need to complete project?*

- Phone
- Computer
- Knowledge of programs, procedures, and information



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*How will you measure success?*

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- Survey to students

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Less student confusion and frustration based on survey results

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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Less student confusion and frustration is certainly a problem we need to address on many fronts to improve our recruitment process. The following are ways we attempted to do this during the 2012-2013 academic year:

We standardized program sheets to define talking points that admissions counselors, switchboard operators, and information desk workers could use to address student questions then provided accurate contact numbers to those who could provide more detailed information when necessary.

We developed a student worker training program that equipped those often in contact with students or parents either on the floor at the information desk, on the telephone as they handled inquiries, or gave campus tours to be knowledgeable and effective communicators.

Due to budget shortfalls, our student services arena was redesigned and our admissions recruiting staff cut from seven to four then ultimately three. Our Provost did, however, address the information needs of those being recruited, admitted and registered for specific programs through each of our Academic Departments having a Student Affairs Coordinator. On the front end in the recruitment process, they provide very specific



program information to prospective students and determine if any misunderstandings exist or a miscommunication has occurred in the recruitment process.

Questions sent to our admissions email account are monitored and addressed by our Admissions Information Specialist and in her absence by an Admissions Recruiter or his appointee and the Information Service Desk. This account is checked daily with the intent to address the question or request the same day if possible.

We have not developed a customer satisfaction survey to date but very few calls come to me as the steward of these processes even when reviewed on a weekly basis.



## 2012-2013 Operational Plans Summary

**Department:** Strategic Enrollment (5 of 5)

**Supervisor:** Mike Belcher

**Person Responsible for Project:**

- Department of Institutional Research
- Director of Strategic Enrollment
- Admissions Counselors and Staff

**Project Begins:**

- Task to continue throughout the year beginning at the start of each academic year

**Project Completed**

- June 30th
- 

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*Project:*

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- Define metrics.
  - Develop method to retrieve data.
  - Interpret data.
- 

*Steps to implement:*

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- Revise admissions application to incorporate needed data.
- Acquire FAFSA, Application, Inquired, and other information requests.
- Develop a streamline approach to receive data with Institutional Research.



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*What Resources will you need to complete project?*

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- Accurate data
- Enrollment Management software
- Institutional Research
- Admissions Department

---

*How will you measure success?*

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- Number of data driven planning documents and decisions

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*What do you expect from these outcomes? What do you hope to achieve?*

---

- Use of data driven documents in decision making

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### *Conclusion*

*During the 2012-2013 Academic year the following changes were made to the paper application:*

*Changed veteran question from Are you a Veteran yes or no to Have you served honorably as a member of the armed services on active duty, in the Reserves or National Guard for a period of at least 180 days yes or no?*

*Added Are you a dependent of a service member-yes or no?*

*Updated How did you hear about Hocking College categories We have not been able to update the online admission application changes.*

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*Data from Institutional Research*

*The I/R Office provides the following reports:*

*Applicant report comparing applications to previous year generated bi-weekly beginning 15 weeks prior to the start of the term through the start of term.*

*Three year application/enrolled summary by county/high school used for admission counselor territory planning*

*Prospect data as needed*

---

We are very limited in our knowledge of systems capability at this point. We have not utilized the data we can acquire to its potential but in our research, planning, and training processes we aspire to implement in 2013-2014, we will incorporate these items into our yearly and strategic plans.





## 2012-2013 Operational Plans Summary

**Department:** Residence Life (1 of 6)

**Supervisor:** Dane Bennett

**Person Responsible for Project:**

- Director of Residence Life

**Project Begins:**

- At the conclusion of each term

**Project Completed:**

- At the conclusion of each term
- 

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*Project:*

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- Academic Success I: Ensure that at least 30% of all residential students will take advantage of the staff provided study sessions.
  - Each Resident Success Mentor is required to host a weekly study session focus on high failure rate courses. These sessions are on assigned topics related to their specific course of study. In cases where there are no current high failure rate classes to focus on, session for general education courses (math, sociology, etc.) are offered.
- 

*Steps to implement:*

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- Track involvement of residential students in provided study sessions.
  - Attendance at staff-provided study session will be tracked throughout the term.
- 

*What Resources will you need to complete project?*

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- DRL, Colleague



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*How will you measure success?*

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- See % listed in strategy.
- Meeting or exceeding this percentage will result in the strategy being successfully completed.
- Falling below this percentage will result in a failure to meet this strategy.

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Maintained residential academic success

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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The Department of Residence Life was not able to meet its goal of 30 percent involvement in staff sponsored study sessions. The table below indicates the percentage of involvement for each building broken down by term.

<b>Building</b>	<b>% Involvement Autumn 2012</b>	<b>% Involvement Spring 2013</b>
<b>Downhour</b>	21.43	8.00
<b>Hocking Heights</b>	14.72	1.70
<b>North</b>	21.43	9.68
<b>Summit</b>	18.60	4.55
<b>Sycamore</b>	4.67	11.11
<b>Total</b>	17.24	6.58

The data suggests that there was a substantial decline in resident interest in Residence Life sponsored study sessions after autumn semester. Spring semester showed an overall decrease in attendance of 61.83 percent when compared to autumn semester. The decrease in attendance at study sessions can be further explained by the number of residents that decided to no longer attend classes/depart from campus without withdrawing from their classes.



Study sessions were held by the Residence Life staff in previous years but were discontinued due to low participation. The Residence Life staff will continue to hold study session opportunities for the residential population. Additional methods to increase participation in these events will be examined in an effort to increase participation for the 2013-2014 academic year.



## 2012-2013 Operational Plans Summary

**Department:** Residence Life (2 of 6)

**Supervisor:** Dane Bennett

**Person Responsible for Project:**

- Director of Residence Life

**Project Begins:**

- At the conclusion of each term

**Project Completed:**

- At the conclusion of each term
- 

*Project:*

- Academic Success II: 70% of all residential students will obtain minimally a 2.0 GPA each term.

*Steps to implement:*

- Obtain list of students in the residence halls and their GPAs at the end of each term.
- Further analysis will be done to determine what the overall GPA for each individual residence hall.

*What Resources will you need to complete project?*

- DRL, Colleague

*How will you measure success?*



- See % listed in strategy.
- Meeting or exceeding this percentage will result in the strategy being successfully completed.
- Falling below this percentage will result in a failure to meet this strategy.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Maintained residential academic success

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

The Department of Residence Life was not able to meet its goal of 70 percent of all residential students earning minimally a 2.0GPA each term. To come to this conclusion, reports were generated from Colleague (see attached *Residence Hall 2012AU GPA Report* and *Residence Hall 2013SP GPA Report*) containing the term GPA for each student residing in the residence halls. Results were then further broken down by each individual hall for comparison purposes. All GPA were added together and divided by the number of residents assigned to each building.

The results for each building per term are listed in the table below. In an effort to address the impact of those students who earned a 0.00 GPA, the average GPA for each hall was also calculated for each hall. When this data was collected and compared to the percentage of students earning a 2.0 GPA, the results indicated that the average GPA for residential students overall was greater than the minimum 2.0GPA goal.

Greater efforts will be taken in the future to address the academic performance of those students earning a 0.00GPA as these students seem to have the greatest impact on the overall residential GPA average with 40 residential students from autumn semester earning a 0.00 GPA and 113 from spring semester.



Residence Hall	% of Residents w/ GPA $\geq$ 2.0 for Autumn Semester 2012	Average GPA for Residential Students for Autumn Semester 2013	% of Residents w/ GPA $\geq$ 2.0 for Spring Semester 2013	Average GPA for Residential Students for Spring Semester 2013
<b>Downhour Hall</b>	63.31	2.29	61.13	2.23
<b>Hocking Heights</b>	55.43	2.05	51.76	1.89
<b>North Hall</b>	54.75	2.12	56.71	1.96
<b>Summit Hall</b>	63.24	2.25	58.21	2.08
<b>Sycamore Hall</b>	59.18	2.04	52.87	1.96
<b>Total</b>	<b>58.69</b>	<b>2.15</b>	<b>56.35</b>	<b>2.03</b>



## 2012-2013 Operational Plans Summary

**Department:** Residence Life (3 of 6)

**Supervisor:** Dane Bennett

**Person Responsible for Project:**

- Director of Residence Life, Hall Directors, Resident Success Mentors
- DRL- primary
- Hall Directors and Resident Success Mentors- secondary

**Project Begins:**

- At the conclusion of each term

**Project Completed:**

- At the conclusion of each term
- 

---

*Project:*

---

- Involvement: 75% of all residential students will participate in Residence Life staff sponsored events.
  - Ideally all residents would be involved in staff events and activities but it is known that there are residents that don't spend a great deal of time in the residence halls.
- 

*Steps to implement:*

---

- Track participation involvement of residential students.
- Residence Life staff will be required to submit lists of students in attendance at their events.
- Names will be tracked throughout the course of the year.
- Total involvement participation will be calculated at the end of each term.



---

*What Resources will you need to complete project?*

---

- DRL, Hall Directors, Colleague
- 

*How will you measure success?*

---

- See % listed in strategy.
  - Meeting or exceeding this percentage will result in the strategy being successfully completed.
  - Falling below this percentage will result in a failure to meet this strategy.
- 

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Maintained residential involvement
- 

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

The Department of Residence Life was able to successfully meet its goal of an overall 75 percent involvement of all residential students in Residence Life hosted events/activities. To collect the data required to reach this conclusion, the student staff supervising floor sections in the residence halls, Resident Success Mentors (RSMs) were responsible for reporting the names of any student that participated in an event via an event sign-in sheet. These names were then tracked against a list of all students assigned to residence in the halls (RASL report from Colleague) for each term. The following table outlines the percentage by each building for each term as well as the overall percentage for each term.





Residence Hall	Autumn Semester	Spring Semester
Downhour Hall	98.47%	80.12%
Hocking Heights	65.64%	75.15%
North Hall	98.25%	90.20%
Summit on the River	78.79%	85.25%
Sycamore Hall	71.74%	92.86%
<b>TOTAL</b>	<b>85.17%</b>	<b>83.47%</b>

The overall total percentage of involvement was greater than the goal percentage. However, individual buildings fell short of the set goal. There are several factors that can be attributed to this. The RSM staff were instructed that when submitting their paperwork that they were required to submit a list of students that attended the event. Failure to submit this list resulted in the staff member not receiving credit for the event. Additionally, if the staff member submitted a partial/incomplete list or used a statement such as “all residents on my floor”, this event was not included in the count as names could not be verified



## 2012-2013 Operational Plans Summary

**Department:** Residence Life (4 of 6)

**Supervisor:** Dane Bennett

**Person Responsible for Project:**

- DRHL- primary
- Hall Directors- secondary

**Project Begins:**

- Second week of each term

**Project Completed:**

- Second week of each term
- 

---

### *Project:*

---

- Occupancy: Achieve an overall 90% occupancy for the residence halls each term.
  - Historically, fall quarter has led with the highest occupancy, followed by winter and then spring.
  - With the change to semesters, it yet unknown how this will impact campus housing occupancy for Autumn and Spring Terms.
- 

### *Steps to implement:*

---

- Check the occupancy of the residence halls after the “no-show” reports are filed by the Hall Directors.
- Hall Directors will report “no-shows” to DRL.
- DRL will compile “no-show” lists and report list to Housing office to have housing charges removed.
- An RRAV report will be pulled from the Colleague system. Vacancies will be counted.
- Total occupancy will take into consideration those residents here at the beginning of the term.



---

*What Resources will you need to complete project?*

---

DRL, Hall Directors, Colleague

---

*How will you measure success?*

---

- See % listed in strategy.
  - Meeting or exceeding this percentage will result in the strategy being successfully completed.
  - Falling below this percentage will result in a failure to meet this strategy.
- 

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Maintained residence hall occupancy
- 

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

The Department of Residence Life and Housing was not able to successfully meet its goal of achieving an overall 90 percent occupancy for the residence halls for both semesters. However, individual buildings were able to meet and surpass this goal for autumn semester. The campus total occupancy was only 86.79 percent for autumn semester, falling short by 3.21 percent, and 78.42 percent, falling short 11.58 percent for spring.

To reach this conclusion, reports were pulled from Colleague (see attached *Room Availability AU12 Wk2* and *Room Availability SP13 Wk2*) from the second week of both semesters. Week 2 was used as the point to determine occupancy based on the fact that students could no longer receive registration refunds after the end of Week 1. After Week 1, it was assumed that any student that was going to depart from campus or was deemed to be a “no-show” would be accounted for by this point.



The individual occupancy for each residence hall can be found in the following table. In order to determine the percent occupancy, the reports generated from Colleague were used to determine how many of the available rooms were filled. This number was then divided by the total number of available rooms in each hall.

Residence Hall	% Occupied for Autumn Semester 2012	% Occupied for Spring Semester 2013	Difference Autumn/Spring
<b>Downhour Hall</b>	99.49	88.44	11.05%
<b>Hocking Heights</b>	77.53	73.57	3.96%
<b>North Hall</b>	96.19	84.94	11.25%
<b>Summit Hall</b>	71.13	67.01	4.12%
<b>Sycamore Hall</b>	81.51	68.06	13.45%
<b>Total</b>	86.79	78.42	8.37%

The switch to semesters has shown a similar pattern to the historic trend in which occupancy numbers decline as the academic year progresses. While we were not able to meet the set goal of 90 percent occupancy for both semesters, I am satisfied that our total spring semester occupancy only dropping by 8.37 percent. Initially, Downhour and North Halls did not seem to experience the lowered occupancy rates that the other buildings did. I suspect that this is likely due to the fact that these buildings are newer than the other three halls and have more amenities to offer students.



## 2012-2013 Operational Plans Summary

**Department:** Residence Life (5 of 6)

**Supervisor:** Dane Bennett

**Person Responsible for Project:**

- DRL- primary
- Hall Directors- secondary

**Project Begins:**

- Second week of each term

**Project Completed:**

- Second week of each term

---

*Project:*

- Retention: Retain 90% of all residential students from Autumn to Spring term.
- Semesters offer only one period at which there is a break in classroom instruction between terms, the break between Autumn and Spring.
- This is the most likely place that students are likely to leave the institution mid-year.

---

*Steps to implement:*

- Check the percentage of students from Autumn term returning to the residence halls.
- The number of students checking out at the end of Autumn Term and the number of student failing to return to the residence halls for Spring Term will be tracked.
- Students graduating or completing a degree will not count towards the total number of non-returning students..

---

*What Resources will you need to complete project?*

DRL, Hall Directors, Colleague




---

*How will you measure success?*

---

- See % listed in strategy.
- Meeting or exceeding this percentage will result in the strategy being successfully completed.
- Falling below this percentage will result in a failure to meet this strategy.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

Maintained retention of residential students

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

The Department of Residence Life was not able to meet its goal of 90 percent retention for all residential students between autumn and spring semester. The table below outlines both the starting and ending occupancies of the residence halls for autumn semester of 2012 with the retention for each displayed in the far right column. As illustrated in the table, all but one residence hall was able to meet this goal. One residence hall, Summit, was able to have a retention rate in excess of 100 percent. This is likely attributed to residents moving out of the other halls and into Summit. Additionally, late assignments being made after the first week of the semester could have impacted this number as well.

Building	Maximum Occupancy	Starting Occupancy	Ending Occupancy	Retention
<b>Downhour Hall</b>	198	197(99.49%)	178(89.90%)	90.35%
<b>Hocking Heights</b>	227	176(77.53%)	167(73.57%)	94.89%
<b>North Hall</b>	184	177(96.19%)	173(94.02%)	97.74%
<b>Summit Hall</b>	97	69(71.13%)	72(74.22%)	104.35%
<b>Sycamore Hall</b>	119	97(81.51%)	83(69.85%)	85.57%
<b>Total</b>	825	716(86.79%)	673(81.58%)	81.57%



The numbers in the above table do not include those departing residents that fell into the following categories: those that were granted release from the housing contracts, those graduating from their program of study, those evicted as a result of college judicial action. These students were not counted against the department due to the fact that their departure was largely not a result of incidents in the residence halls that the Residence Life staff could address. These individuals can be found in the table below as well as the number of students that withdrew mid-semester. When combined together, the total number of residential departures can be calculated.

Departing Students	North & Downhour	Hocking Heights	Summit and Sycamore	Overall
<b>Withdraws</b>	41	25	24	90
<b>Contract Releases</b>	7	1	2	10
<b>Graduated Students</b>	6	2	0	8
<b>Evicted Students</b>	2	1	0	3
<b>Total AU 12 Departure</b>	56	29	26	111

### 2012-2013 Operational Plans Summary

**Department:** Residence Life (6 of 6)

**Supervisor:** Dane Bennett

**Person Responsible for Project:**

- Director of Residence Life- primary
- Hall Directors- secondary
- RSMs- tertiary

**Project Begins:**

- At the conclusion of each term

**Project Completed:**

- At the conclusion of each term

---

*Project:*

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- Success Skills: 100% of all residential programming will contain at least one Success Skill.
- In order for a Resident Success Mentor to receive credit for their programming efforts, each program must reference at least one success skill.



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*Steps to implement:*

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- Track each program/activity that the RSMs host through the term.
- Each RSM will be required to submit a program evaluation that will document what success skill the event/program addressed.

---

*What Resources will you need to complete project?*

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- DRL, Colleague

---

*How will you measure success?*

---

- See % listed in strategy.
- Meeting this percentage will result in the strategy being successfully completed.
- Falling below this

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Incorporation of institutional Success Skills into Residence Life program.

---

*Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

The Department of Residence Life was able to successfully meet its goal of 100 percent of all residential programming including at least one Hocking College Success Skill. Any Residence Life sanctioned event must incorporate minimally one Hocking College Success Skill in order for the hosting staff member to receive credit for the event.





The table below (Table 1) provides an outline of the residential programming efforts implemented during the 2013-2013 academic year broken down by building complex. As an overview, there were a total of 1,484 events hosted by the Residence Life staff, of which, all incorporated at least one Hocking College Success Skill. The second table (Table 2) provides a listing of the Hocking College Success Skills as well as how many programs each success skill was referenced. *Communicates Effectively* was the most frequently reference success skill followed by *Practices Human Relation skills*. The least frequently referenced success skill was *Demonstrates Math Skills*.



Table 1. Breakdown of Programming Efforts by Term and Residence Hall

Type of Event	Autumn Semester 2012			Spring Semester 2013			2012-2013 TOTAL
	North/Downhour	Hocking Heights	Summit/Sycamore	North/Downhour	Hocking Heights	Summit/Sycamore	
<b>Spontaneous Event</b>	-	-	-	-	-	-	-
Total # Held	262	39	19	203	22	18	563
Attendance Mean	5	11	7	5	5	4	-
Attendance Mode	3	3	7	3	4	5	-
Max Attendance	18	6	17	30	23	5	-
<b>Planned Event</b>	-	-	-	-	-	-	-
Total # Held	93	28	43	112	28	74	378
Attendance Mean	14	12	10	14	13	5	-
Attendance Mode	6	6	6	4	4	5	-
Max Attendance	53	41	28	40	48	27	-
<b>Weekly Study Session</b>	-	-	-	-	-	-	-
Total # Held	184	21	60	178	40	60	543
Attendance Mean	1	1	1	1	3	2	-
Attendance Mode	0	1	0	0	0	1	-
Max Attendance	8	3	12	7	4	5	-

Table 2. Reference to Hocking College Success Skills in Residential Programming

Building Complex→ Hocking College Success Skills ↓	Term→	North/Downhour		Hocking Heights		Summit/Sycamore		AU/SP Total
		AU12	SP13	AU12	SP13	AU12	SP13	
Communicates Effectively		603	507	65	80	144	152	1,551
Demonstrates Math Skills		101	169	7	11	59	37	384
Demonstrates Learning & Critical Thinking Skills		277	238	40	44	0	0	599
Maintains Professional Skills & Attitude		306	243	33	71	33	31	717
Practices Human Relations Skills		476	408	57	68	101	104	1,214
Demonstrates Knowledge of Science & Environment		145	155	9	21	15	17	362
Demonstrates Community, Cultural, & Global Awareness		246	198	21	41	29	26	561
Maintain a Code of Ethics		364	261	46	72	52	37	832



## 2012-2013 Operational Plans Summary

**Department:** Human Resources (1 of 5 Plans)

**Supervisor:**

**Person Responsible for Project:** • BAC

- HR Staff
- Broker
- Unions

**Project Begins:** Phase I - April 2010      Phase II - Sept. 13, 2012

**Project Completed:** Phase I - November 11, 2011

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*Project:*

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Provide Competitive Health Insurance, Wellness and Other Benefit Initiatives.

---

*Steps to implement:*

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Phase I

- Broker Assessment and Selection with BAC
- BAC and quarterly meetings with insurance company and broker
- Implement EAP Program.
- Conduct Employee Satisfaction Survey for Benefits.
- Modify Benefits and reduce number of healthcare plans (Reduce plans down to 2-3).
- Initiate three campus-wide wellness initiatives.

Phase II

- Continual annual review of plans



---

*What Resources will you need to complete project?*

---

- HR Staff and BAC time
- 1.5% of premium for broker
- EAP – no cost included in broker fee
- Survey – no cost included in broker fee
- Modify Benefits – cost to be determined
- Wellness costs to be determined

---

*How will you measure success?*

---

- Collect and review survey responses.
- Change in plan design
- Reduce # of plans.
- Implementation of three wellness plans.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Completed Phase I
- Phase II is ongoing.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Complete. Changed provider from MM to Anthem  
Aligned all employee health care plans  
NEEBCO wellness program in collaboration with



## 2012-2013 Operational Plans Summary

**Department:** Human Resources (2 of 5 Plans)

**Supervisor:**

**Person Responsible for Project:** • HR Staff

- Cabinet
- Advisory Committee
- Unions

**Project Begins:** Oct 2010 to Dec 2011

- Phase I: Non-bargaining unit employees – Jan 2011
- Bargaining Unit – Jul 2011

**Project Completed:** Oct 2010 to Dec 2011

- Phase I: Non-bargaining unit employees – Jul 2011
- Bargaining Unit – Dec 2011

---

*Project:*

Develop Compensation Plan.

---

*Steps to implement:*

Phase I:

- HR Staff to gather salary survey data; local, regional and national (CUPA and OACC)
- Select market reference point/target and determine total compensation philosophy.

Phase II:

- HR Staff to gather updated job descriptions
- To Be Discussed:

Organize and create compensation advisory committees as appropriate

- Develop total compensation plan (with Cabinet, consultant, and appropriate input from compensation advisory committees and union leadership).
- Ensure compliance with applicable state and federal laws/equity



---

*What Resources will you need to complete project?*

---

- HR Staff time
- Advisory Committees
- Consultant (estimated cost \$50,000+) - \$25,000; allocation was indefinitely postponed.

---

*How will you measure success?*

---

- Updated job descriptions
- Accurate and updated collection of salary data (“library”); local, regional, and national
- If approved, selected vendor to assist and develop a total compensation plan
- Will have developed a total compensation philosophy and begin to implement total compensation plan.
- Established compensation plan to ensure compliance with state and federal laws/equity.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Phase I: Completed July 1, 2012
- Phase II: Ongoing

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

In 2012-2013, human resources completed a compensation benchmark study. Data from the Ohio Association of Community Colleges (OACC) and CUPA were used as a benchmark for the study. The group of employees were non-bargaining unit employees making 50,000+ annually. Comparing the benchmark data for comparable job responsibilities, the decision was made to use the benchmark plus 6% over median for 2 year colleges. Adjustments in payroll were made accordingly.



## 2012-2013 Operational Plans Summary

**Department:** Human Resources (3 of 5 Plans)

**Supervisor:**

**Person Responsible for Project:** Director and Staff

**Project Begins:** Planning stage – end of year – December 2013

**Project Completed:**

---

*Project:*

Increase Use of Technology.

---

*Steps to implement:*

- Application Tracking to be discussed
- Performance Evaluations
- Timecards/Timesheets - ongoing
- Orientation – online
- Enrollment – Benefits – online
- Leave Online - completed

---

*What Resources will you need to complete project?*

- To be discussed. Bids: People Admin. \$20,000 this year, \$25,000 next year and \$17,000 following year
- Funding postponed indefinitely.



---

*How will you measure success?*

---

- Leave online processing in place.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Processes online
- Efficient and time-saving for staff

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

The Office of Human Resources purchased software to assist in day to day operations. Integration of People Admin is currently in progress. The addition of this program will assist with greater efficiency for all day to day operations.





## 2012-2013 Operational Plans Summary

**Department:** Human Resources (4 of 5 Plans)

**Supervisor:**

**Person Responsible for Project:** HR Staff  
Policy Council

**Project Begins:** • September 2010 to Mid-December 2010  
• Fall 2012 – ongoing near completion

**Project Completed:**

---

*Project:*

Develop and Implement Policy/Procedures.

---

*Steps to implement:*

- HR is partnering with the College's policy task force to review and revise HR related policies.
- Identify areas where policies do not exist and draft proposed policies.
- Participate in regularly scheduled policy task force meetings presenting revised, updated and new policies.

---

*What Resources will you need to complete project?*

HR Staff time



---

*How will you measure success?*

---

- Updated policies and employee handbook
- Develop Procedures

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Same as measurable outcomes

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Current policies and procedures are in place. With the addition of a new position to lead the office of Human Resources, the HR policies and procedures will be reviewed and updated at that time. Once the policies and procedures are completed, the director will work with the IR office to post all HR policies to the interactive policy/procedure website.

The Hocking College employee handbook has been completed. The handbook can be found on the Human Resources website as a downloadable document.



## 2012-2013 Operational Plans Summary

**Department:** Human Resources (5 of 5 Plans)

**Supervisor:**

**Person Responsible for Project:**

- HR Staff
- Director, Employee Learning

**Project Begins:**

- Ongoing
- Autumn 2012

**Project Completed:**

---

---

*Project:*

---

Director of Employee Learning to create and implement staff training and development programs

---

*Steps to implement:*

---

- Work to provide training opportunities to Hocking College Staff (i.e. supervisory training).
- Partner with other local resources for shared services when cost effective.
- WE Comply online training



---

*What Resources will you need to complete project?*

---

- HR Staff time
- Director of Employee Learning
- Cost for external training to be determined
- Cost for WE Comply - \$5000 annually

---

*How will you measure success?*

---

- Improved performance/ productivity by Hocking College Staff
- Improved labor/employee relations
- WE comply – online training

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

- Online training implemented Fall 2012

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Due to organizational changes, the responsibilities of Director, Employee Learning have been moved to the Office of the Associate Provost. Hocking College has purchased WeComply training modules for employees to complete. A classroom JL Hall is designated as a Faculty/Staff training room. The Campus community has access to reserve this room for training purposes. For example the Fiscal Office has used the training room for P-Card Training Sessions.



## 2012-2013 Operational Plans Summary

**Department:** Student Center (1 of 3)

**Supervisor:** Giles Lee

**Person Responsible for Project:**

Giles Lee will be responsible for all classes with assistance in aerobic classes from Marikate Warren.

**Project Begins:**

Begin in September 2012.

**Project Completed:**

End in September 2013.

---

*Project:*

Make all on-line classes accessible through Moodle.

---

*Steps to implement:*

All recreation and aerobic classes will be available on Moodle by the start of Autumn Semester 2013.

---

*What Resources will you need to complete project?*

Assistance will be needed from the Office of On-line Learning and Director – James Rice.

---

*How will you measure success?*

Every class offered on the Web Advisor section marked “Student Center” will be accessible through Moodle.



---

*What do you expect from these outcomes? What do you hope to achieve?*

---

All course descriptions, evaluations and documents for all Student Center classes will be available on Moodle.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Student Center classes have gradually been added to Moodle with about 50% using moodle during Semester and by Autumn Semester, 100% of Student Center classes will have some content on Moodle. A significant amount of work has been done on the Smart Start Moodle class to give students their first exposure to Moodle during their first class. Work is taking place to use as many Moodle functions as possible in the Smart Start class to give students this exposure. This will include course description, schedule, video, photos, sign-up for events, all relevant documents, to do list for college and evaluation.

All classes will have the course description on Moodle. Instructors have been advised to add “all relevant class documents to Moodle”.

We are working on a Student Center class evaluation which will be added to all classes on Moodle.

Note: Aerobics classes now report to the School of Nursing.



## 2012-2013 Operational Plans Summary

**Department:** Student Center (2 of 3)

**Supervisor:** Giles Lee

**Person Responsible for Project:**

Giles Lee will take a lead on all projects.

Liaison for outdoor areas / golf course: Andy Freeman

**Project Begins:**

Projects begin September 2012

**Project Completed:**

End of Smart Start 2013

---

*Project:*

Increase program space with additional outdoor areas of programming.  
Make Frisbee Golf Course more attractive to play.  
Add beach area with sand volleyball court, camp fire area, music and other attractions.

---

*Steps to implement:*

Work with Landscaping technology and grounds department to draw up plans and create timeline for projects.

---

*What Resources will you need to complete project?*

Student Center budget and Smart Start budget to cover funds.  
Donations of rock to be secured from highway.  
Plants to be transplanted from various campus locations.



---

*How will you measure success?*

---

10% increase in participation in outdoor activities.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

Outdoor spaces will be utilized more frequently.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

A beautiful start to the Frisbee Golf course has been added between the Student Center pool patio and Shaw Lab. The landscaping technology worked hard to create an entrance to the Frisbee Golf Course which matched the pool patio. They used some stone from the highway project, transplanted plant-life from elsewhere on campus and used left-over materials from the patio. This project has increased visibility of the Frisbee Golf Course and makes excellent use of land surrounding the Student Center, providing students with positive, outdoor experiences.





## 2012-2013 Operational Plans Summary

**Department:** Student Center (3 of 3)

**Supervisor:** Giles Lee

**Person Responsible for Project:**

Giles Lee (in connection with Diversity without Division group)

**Project Begins:**

October 2012 edition

**Project Completed:**

Continue each month for October onwards (with no editions in summer)

---

*Project:*

Addition of cross-cultural events to the Student Center Calendar including Chinese New Year, Holocaust Remembrance Event.

Addition of cross-cultural awareness pieces to each addition of Student Centered

---

*Steps to implement:*

Add a new section to the Student Centered on-line magazine to address cross-cultural issues.

---

*What Resources will you need to complete project?*

This will be achieved using existing template for Student Centered and adding a section.



---

*How will you measure success?*

---

Hits on Diversity without Division website can be measured on constant contact website with a goal of 20 hits per edition.  
5 students for the year joining Diversity without Division team.

---

*What do you expect from these outcomes? What do you hope to achieve?*

---

Increased awareness of Diversity related issues  
Increased participation in the Diversity without Division team

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

A cross-cultural awareness section has been added to the Student Centered on-line publication. A Holocaust remembrance display was made for Holocaust Remembrance Day and a vigil was done in connection with MLK day. A celebration for Chinese New Year was attempted but Chinese students had off-campus commitments.  
Hits on the Diversity Without Division web-link registered between 0 – 3% hits on constant contact.



## 2012-2013 Operational Plans Summary

**Department:** Student Rights, Responsibilities & Judicial Affairs (1 of 4)

**Supervisor:** George Petrovay

**Person Responsible for Project:**

- Director of Student Rights, Responsibilities & Judicial Affairs

**Project Begins:**

- Task to continue throughout the year beginning at the start of each term

**Project Completed:**

- Task to continue throughout the year beginning at the start of each term
- 

*Project:*

- Survey on Judicial Affairs in the Procedural Interview Determination letter, the student will be asked to complete the survey by going to the Student Rights, Responsibilities & Judicial Affairs web page.

*Steps to implement:*

- Explain the survey during the Procedural Interview Determination Hearings..
- Student Rights, Responsibilities & Judicial Affairs web page

*What Resources will you need to complete project?*

- Student Rights, Responsibilities & Judicial Affairs web page



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*How will you measure success?*

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- Judicial Affairs knowledge of students experience by use of surveys.
- Maxient data to determine the number of violations and repeat violations

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*What do you expect from these outcomes? What do you hope to achieve?*

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Increased participation in the Diversity without Division team

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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- Responses to Survey Questions:
  - 40% of students charged with a violation of the Student Code of Conduct completed the SRR&JA survey.
  - 100% of students stated that they understood the charges that were brought against them.
  - 94% of students stated that they felt they had the opportunity to state their case.
  - 100% of the students stated that they had been informed of the disciplinary process
  - 100% stated that the process was followed in their case
  - 100% stated that they had the right to appeal.



## 2012-2013 Operational Plans Summary

**Department:** Student Rights, Responsibilities & Judicial Affairs (2 of 4)

**Supervisor:** George Petrovay

**Person Responsible for Project:**

- Director of Student Rights, Responsibilities & Judicial Affairs

**Project Begins:**

Not given

**Project Completed:**

Not given

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*Project:*

- 80 % of students assigned sanctions will have received their assignments and will be working toward completion of their sanctions.

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*Steps to implement:*

- Community Service hours
- Alcohol & drug education
- Writing and research assignments

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*What Resources will you need to complete project?*

- List of educational sanctions
- Use of creative sanctioning
- Various Hocking College departments
- Various local area community service programs



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*How will you measure success?*

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- Maxient data
- Number of sanctions
- Follow-up with students on progress and completion
- Community Service, Counseling, Fines, Choices - NCR forms returned to Judicial Affairs

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- Students will complete sanctions in a timely manner.

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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- 41.5% of students completed their sanctions
- I believe a reason for such a low percentage is due to many of the drug/alcohol sanctions through Choices drug/alcohol diversion program is continued into next Autumn semester
- We will need to do a better follow-up by contacting the individual departments that receive the NCR copies and having them return them in a timely manner



## 2012-2013 Operational Plans Summary

**Department:** Student Rights, Responsibilities & Judicial Affairs (3 of 4)

**Supervisor:** George Petrovay

**Person Responsible for Project:**

- Director of Student Rights, Responsibilities & Judicial Affairs

**Project Begins:**

- Task to continue throughout the year beginning at the start of each academic term

**Project Completed:**

- Task to continue throughout the year beginning at the start of each academic term
- 

*Project:*

- Effective use of Mediation certification
- Market mediation services

*Steps to implement:*

- Educate student population of mediation services.
- Mediation satisfaction

*What Resources will you need to complete project?*

- Student Rights, Responsibilities & Judicial Affairs web page
- Student Centered e-mails
- Individual meetings
- Police and Resident Life staff training



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*How will you measure success?*

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- Number of students who enter into mediation/conflict resolution

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Decrease in judicial charges
- Number of students reporting satisfaction with services

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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- The Director of SRR&JA successfully completed the Association of Student Conduct Administration Mediation certification course at the ASCA Donald D. Gehring Academy held at the University of Louisville.
- Mediation was placed as a category in the Maxient reporting system as an alternative to a judicial hearing.
- Four mediation were conducted with satisfaction to all parties
- Marketing for Mediation Services have been put on the HC webpage as well as Student Centered and information given to individuals at the Procedural Determination Interview on a case-by-case basis.





## 2012-2013 Operational Plans Summary

**Department:** Student Rights, Responsibilities & Judicial Affairs (4 of 4)

**Supervisor:** George Petrovay

**Person Responsible for Project:**

- Diversity Without Division Alliance
- Ohio University Diversity & Inclusion

**Project Begins:**

Begin Dec. 6, 2012

**Project Completed:**

End Dec. 7, 2012

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*Project:*

- Heighten awareness of how historical, social, and structural dimensions affect contemporary intergroup relations.
- Empower participants with resources.
- Provide participants with experience serving as diversity educators.

---

*Steps to implement:*

- Engage participants in multimodal learning activities.
- Use of facilitators from SIDE
- List of contacts from Monkey Survey

---

*What Resources will you need to complete project?*

- DWD Alliance
- The Inn at Hocking College



- President/Provost discretionary funds
- Ohio University Diversity & Inclusion

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*How will you measure success?*

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- Participants evaluations
- Self evaluations

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Provide participants with knowledge to help them serve as diversity educators.
- Increased participation in the Diversity without Division team

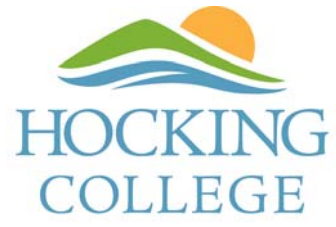
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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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- We were unable to complete the project at the proposed time of December 2012.
- Plans and preparations have been made, brochures completed event site and food secured as well as speakers and presenters.
- This event is now the One Hocking Diversity and Inclusion Training to be held August 29, 2013 at the Hocking College Inn
- Approximately thirty people are registered.

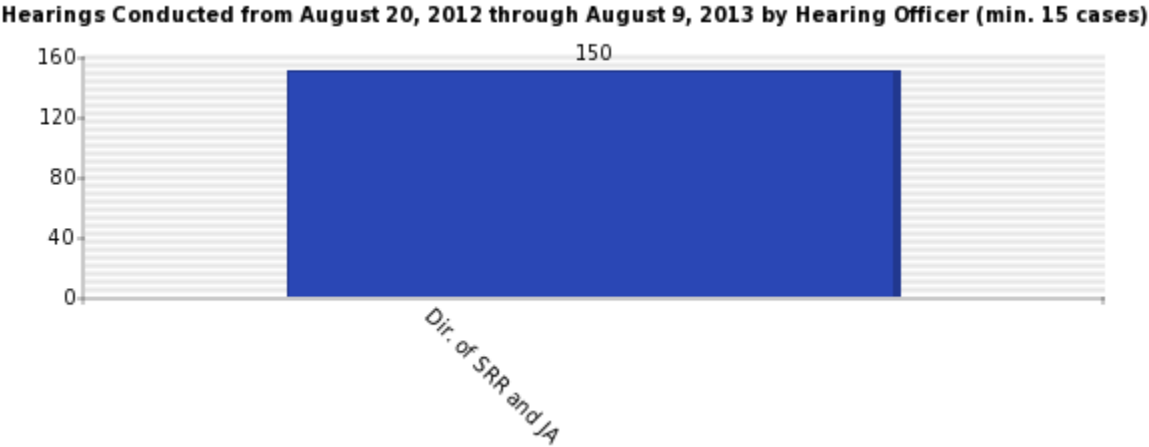
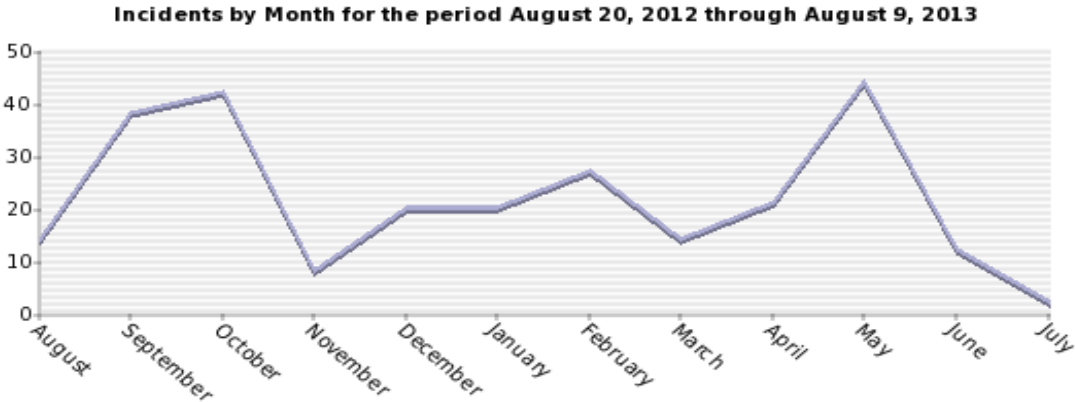


# Student Rights, Responsibilities & Judicial Affairs

2012 – 2013 Annual Report

## Campus Judiciaries:

- 187 Cases
- 286 Charges
- 150 Hearings Conducted
- Twelve (12) Full Judicial Hearing Boards
- Four (4) Mediations



### Charge/Issue Frequency with Findings

Charge / Issue	Found in Violation	Not Found in Violation	Total
Abuse of the Judicial System	18	3	21
Academic Misconduct	7	5	12
Aiding or Abetting	1	0	1
Conduct in Violation of Federal, State, or Local Laws	13	4	17
Dishonesty	5	0	5
Disorderly, Lewd, or Indecent Conduct	4	1	5
Disruption/Obstruction	1	1	2
Disturbing the Peace	5	0	5
Failure to Comply or Identify	8	1	9
Harassment	0	0	0
Insubordination	1	1	2
Joint Responsibility	5	1	6
Manufacture/Distribution/Sale/Possession of Drugs	2	1	3
Mental or Bodily Harm	13	2	15
Misuse of alcohol	20	6	26

<b>Charge / Issue</b>	<b>Found in Violation</b>	<b>Not Found in Violation</b>	<b>Total</b>
Misuse of Identification	2	0	2
Misuse of Safety/Security Equipment	1	0	1
Misuse or Abuse of Computers/Communication Equipment	4	1	5
Negligent Destruction of Property	6	1	7
Possession of Drug Paraphernalia	2	0	2
Possession/Use of Marijuana	8	3	11
Present where alcohol is being consumed, furnished or sold	10	0	10
Repeated Alcohol violations	2	0	2
Repeated Financial Irresponsibility	1	0	1
Repeated Violation of Residence Hall Policies	7	1	8
Sexual Harassment	3	1	4
Theft	13	2	15
Tobacco Violation	18	0	18
Unauthorized Possession of Weapons	1	1	2
Unauthorized Use of Alcoholic Beverages	17	6	23
Unauthorized Use of College Keys	0	0	0

Charge / Issue	Found in Violation	Not Found in Violation	Total
Unauthorized Use of Property or Service	2	0	2
Violation of Probation	15	4	19
Violation of Residence Hall Policy	22	3	25

## Repeat Offenders Report

Number of Cases	Number of Offenders
2	13
3	0
4	2
5	0
6	0
7	0
More than seven	1

### **Chair Diversity Without Division Alliance**

- Facilitated 'Marginalization and Privilege' twice at Ohio University Diversity Essentials.
- Smart Start Week – Presented sessions on Global Village/Scavenger Hunt on Diversity for new students.
- Completed details for the One Hocking Diversity and Inclusion Training to be held on Thursday, August 29, 2013 at the Hocking College Inn.
- Cross Culture Event at Hocking College

### **Personal Development:**

- Conflict Resolution certification through the Association for Student Conduct Administration (ASCA)
- Conference on Student Conduct for Two Year Colleges (ASCA) University of Louisville
  - Mental Health and Student Conduct Administration
  - Branding and Marketing Conduct Services to Campus
  - Classroom Management and Disruption
  - Academic Integrity
  - Behavioral Intervention and Threat Assessment Teams
  - Investigations
  - Title IX
- Behavior Intervention Team (BIT) workshop at Columbus State Community College
- Webinar – Campus Alcohol Policies presented by EverFi
- Webinar - Marijuana & Other Drug Use Among Today's College Students presented by EverFi
- Webinar – Working with Veterans and Students Who Have Been Impacted by Trauma
- Attended the Suicide Coalition Presentation
- Attended the National Conference Diversity, Race & Learning At The Ohio State University

### **Training SRR&JA gave to the campus community:**

- RSM – training on SRR&JA
- CSO – training on Defusing Hostile Situations
- Student Center Staff training on Defusing Hostile Situations
- Faculty Development – two sessions on Classroom Management and Disruptive Students
- Music Department – training provided for the South x Southwest trip

### **Committees:**

- Diversity Without Division Alliance – Co-Chair
- Behavioral Intervention Team



### Reviews and Policies:

- Social Media Policy
- Disabilities Grievance and Procedure
- Catalogue Review
- Student Code of Conduct Review

### Drug, Alcohol Awareness Prevention:

- Created new DAAP team
- Completed posters for marketing drug/alcohol Prevention

Charge/Issues Frequency with Findings

Charge/Issue	Found in Violation	Not Found in Violation	Total
Abuse of the Judicial System	12	1	13
Academic Misconduct	6	5	11
Aiding or Abetting	1	0	1
Concerning Behavior	0	1	1
Conduct in Violation of Federal, State or Local Laws	11	3	14
Dishonesty	4	0	4
Disorderly, Lewd or Indecent Conduct	4	0	4
Disruption/Obstruction	1	0	1
Disturbing the Peace	5	0	5
Failure to Comply or Identify	8	1	9
Harassment	0	0	0
Insubordination	1	1	2
Joint Responsibility	0	1	1
Manufacture/Distribution/Sale/Possession of Drugs	0	1	1
Mental or Bodily Harm	10	1	11
Misuse of Identification	0	0	0
Misuse of Safety/Security Equipment	1	2	3
Misuse of Alcohol	16	5	21
Misuse or Abuse of Computers/communication Equipment	4	0	4
Negligent Destruction of Property	5	1	6
Possession of Drug Paraphernalia	1	0	1
Possession/Use of Marijuana	5	0	5
Present Where Alcohol is Being Consumed, Furnished or Sold	10	0	10
Repeated Alcohol Violations	2	0	2
Repeated Financial Irresponsibility	1	0	1
Repeated Violation of Residence Halls Policies	8	0	8
Sexual Harassment	3	0	3
Theft	12	2	14
Tobacco Violation	16	0	16
Unauthorized Possession of Weapons	0	2	2
Unauthorized Use of Alcohol Beverages	14	6	20
Unauthorized Use of College Keys	1	0	1
Unauthorized Use of Property or Service	2	0	2
Violation of Probation	14	2	16
Violation of Residence Hall Policy	23	2	25
<b>All Charges/Issues</b>	<b>201</b>	<b>37</b>	<b>238</b>

Charges and Findings by Academic Major

Major	Violation	Total
Addiction Studies	<ul style="list-style-type: none"> <li>Tobacco Violation - 1</li> </ul>	1
Advanced Energy and Fuel Cells	<ul style="list-style-type: none"> <li>Abuse of Judicial - 1</li> <li>Violation of Probation - 1</li> </ul>	2
American Art Design and Marketing	<ul style="list-style-type: none"> <li>Violation of Federal, State or Local Laws – 1</li> <li>Disorderly, Lewd or Indecent Conduct - 1</li> <li>Possession/Use of Marijuana – 1</li> <li>Present where alcohol is being consumed, furnished or sold – 1</li> <li>Sexual Harassment – 1</li> <li>Theft – 1</li> <li>Violation of Probation – 1</li> <li>Violation of Residence Hall Policy – 1</li> </ul>	8
Archaeology	<ul style="list-style-type: none"> <li>Violation of Residence Hall Policy – 1</li> </ul>	1
Associate of Science	<ul style="list-style-type: none"> <li>Abuse of Judicial System – 1</li> <li>Conduct in Violation of Federal, State or Local News – 1</li> <li>Failure to Comply or Identify – 1</li> <li>Misuse of Alcohol – 1</li> <li>Unauthorized Use of Alcohol Beverages – 1</li> <li>Violation of Residence Hall Policy – 1</li> </ul>	6
Baking	<ul style="list-style-type: none"> <li>Theft – 1</li> </ul>	1
Business Management and Entrepreneurship	<ul style="list-style-type: none"> <li>Violation of Residence Hall Policy – 1</li> </ul>	1
Computer Programing	<ul style="list-style-type: none"> <li>Abuse of the Judicial System – 2</li> <li>Aiding or Abetting -1</li> <li>Sexual Harassment – 1</li> </ul>	4
Construction Management	<ul style="list-style-type: none"> <li>Unauthorized Use of Alcoholic Beverages – 1</li> <li>Violation of Residence Hall Policy – 1</li> </ul>	2
Construction Management – Electricity	<ul style="list-style-type: none"> <li>Violation of Federal, State or Local Laws – 1</li> <li>Misuse of Alcohol – 1</li> </ul>	2
Construction Management – Carpentry	<ul style="list-style-type: none"> <li>Possession of marijuana – 1</li> <li>Unauthorized Use of Alcoholic Beverages – 1</li> <li>Violation of Probation – 1</li> </ul>	4

	<ul style="list-style-type: none"> <li>• Violation of Residence Hall Policy – 1</li> </ul>	
Culinary Arts	<ul style="list-style-type: none"> <li>• Academic Misconduct – 1</li> <li>• Disturbing the Peace – 1</li> <li>• Mental or Bodily Harm – 1</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> <li>• Violation of Residence Hall Policy – 1</li> </ul>	5
Digital Game Design	<ul style="list-style-type: none"> <li>• Mental or Bodily Harm – 1</li> </ul>	1
E-Business and Web Design	<ul style="list-style-type: none"> <li>• Misuse or Abuse of Computers/Communication Equipment – 1</li> <li>• Theft – 1</li> <li>•</li> </ul>	2
Early Childhood Education	<ul style="list-style-type: none"> <li>• Academic Misconduct – 1</li> <li>• Violation of Federal, State and Local Laws – 1</li> <li>• Mental or Bodily Harm – 1</li> <li>• Tobacco Violation – 1</li> </ul>	4
Ecotourism and Adventure Travel	<ul style="list-style-type: none"> <li>• Abuse of the Judicial System – 1</li> <li>• Violation of Federal, State and Local Laws – 1</li> <li>• Disturbing the Peace – 1</li> <li>• Misuse of Alcohol – 1</li> <li>• Negligent Destruction of Property – 1</li> <li>• Repeated Alcohol Violations – 2</li> <li>• Repeated Violation of Residence Hall Policy – 1</li> <li>• Tobacco Violation – 2</li> <li>• Violation of Probation – 2</li> <li>• Violation of Residence Hall Policy - 2</li> </ul>	14
Equine Health and Complementary Therapies	<ul style="list-style-type: none"> <li>• Dishonesty – 2</li> <li>• Misuse of Identification – 2</li> <li>• Theft – 2</li> </ul>	6
Fire and Emergency Services	<ul style="list-style-type: none"> <li>• Unauthorized Use of Alcoholic Beverages – 2</li> <li>• Failure to Comply or Identify – 1</li> <li>• Misuse of Alcohol – 1</li> <li>• Repeated Financial Irresponsibility – 1</li> <li>• Theft – 1</li> <li>• Unauthorized Use of Property or Service – 1</li> <li>• Violation of Residence Hall Policy – 1</li> </ul>	8

<p><b>Fish Management and Aquaculture Sciences</b></p>	<ul style="list-style-type: none"> <li>• Mental or Bodily Harm -1</li> <li>• Misuse of Alcohol – 1</li> <li>• Misuse or Abuse of Computers/Communication Equipment – 1</li> <li>• Negligent Destruction of Property – 1</li> <li>• Present Where Alcohol is Being Consumed, Furnished or Sold – 4</li> <li>• Sexual Harassment – 1</li> <li>• Tobacco Violation – 1</li> <li>• Unauthorized Use of Alcoholic Beverages – 2</li> <li>• Violation of Residence Hall Policy – 1</li> </ul>	<p>13</p>
<p><b>Fitness Management</b></p>	<ul style="list-style-type: none"> <li>• Present Where Alcohol is Being Consumed, Furnished or Sold – 1</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> </ul>	<p>2</p>
<p><b>Forest Management</b></p>	<ul style="list-style-type: none"> <li>• Disorderly, Lewd or Indecent Conduct – 1</li> <li>• Failure to Comply or Identify – 1</li> <li>• Mental or Bodily Harm – 1</li> <li>• Misuse of Alcohol – 1</li> <li>• Negligent Destruction of Property – 1</li> <li>• Repeated Violation of Residence Hall Policy – 1</li> <li>• Tobacco Violation – 2</li> <li>• Violation of Probation - 1</li> </ul>	<p>9</p>
<p><b>Heavy Equipment Management</b></p>	<ul style="list-style-type: none"> <li>• Violation of Federal, State or Local Laws – 1</li> <li>• Misuse of Alcohol – 1</li> <li>• Possession/Use of Marijuana – 1</li> </ul>	<p>3</p>
<p><b>Heavy Equipment Operator Occupational Certificate</b></p>	<ul style="list-style-type: none"> <li>• Misuse of Safety/Security Equipment – 1</li> <li>• Unauthorized Use of Property or Service – 1</li> </ul>	<p>2</p>
<p><b>Hotel and Restaurant Management</b></p>	<ul style="list-style-type: none"> <li>• Disturbing the Peace – 1</li> <li>• Failure to Comply or Identify – 1</li> </ul>	<p>7</p>

	<ul style="list-style-type: none"> <li>• Misuse of Alcohol – 3</li> <li>• Violation of Residence Hall Policy – 2</li> </ul>	
Landscape Management	<ul style="list-style-type: none"> <li>• Mental or Bodily Harm – 1</li> <li>• Theft – 1</li> <li>• Violation of Probation – 1</li> </ul>	3
Massage Therapy	<ul style="list-style-type: none"> <li>• Disorderly, Lewd or Indecent Conduct – 1</li> <li>• Repeated Violation of Residence Hall Policy – 3</li> <li>• Tobacco Violation – 2</li> <li>• Violation of Probation – 3</li> <li>• Violation of Residence Hall Policy – 1</li> </ul>	10
Medical Assistant	<ul style="list-style-type: none"> <li>• Academic Misconduct – 1</li> </ul>	1
Music Management	<ul style="list-style-type: none"> <li>• Violation of Federal, State or Local Laws – 1</li> <li>• Dishonesty – 1</li> <li>• Misuse of Alcohol – 1</li> <li>• Present Where Alcohol is being Consumed, Furnished or Sold – 1</li> <li>• Violation of Residence Hall Policy – 1</li> </ul>	5
Natural and Historical Interpretation	<ul style="list-style-type: none"> <li>• Violation of Residence Hall Policy - 1</li> </ul>	1
Natural Resources Law Enforcement	<ul style="list-style-type: none"> <li>• Mental or Bodily Harm – 1</li> <li>• Misuse of Computers/Communication Equipment – 1</li> <li>• Sexual Harassment – 1</li> <li>• Tobacco Violation – 1</li> </ul>	4
Nursing	<ul style="list-style-type: none"> <li>• Dishonesty – 1</li> <li>• Failure to Comply or Identify – 2</li> <li>• Negligent Destruction of Property – 1</li> <li>• Tobacco Violation – 3</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> <li>• Violation of Residence Hall Policy - 1</li> </ul>	9
Nursing-Practical Nursing	<ul style="list-style-type: none"> <li>• Academic Misconduct - 1</li> </ul>	1
Police Science	<ul style="list-style-type: none"> <li>• Abuse of the Judicial System – 1</li> <li>• Violation of Federal, State or Local Laws – 2</li> <li>• Disturbing the Peace – 1</li> <li>• Mental or Bodily Harm – 1</li> <li>• Misuse of Alcohol – 2</li> <li>• Negligent Destruction of Property – 1</li> <li>• Repeated Violation of Residence Hall Policy – 1</li> </ul>	15

	<ul style="list-style-type: none"> <li>• Theft – 1</li> <li>• Unauthorized Use of College Keys – 1</li> <li>• Violation of Property or Service – 2</li> <li>• Violation of Residence Hall Policy – 2</li> </ul>	
<b>Social Services, Corrections and Criminal Justice</b>	<ul style="list-style-type: none"> <li>• Abuse of Judicial System – 1</li> <li>• Failure to Comply or Identify – 2</li> <li>• Misuse of Alcohol – 2</li> <li>• Possession of Drug Paraphernalia – 1</li> <li>• Possession/Use of Marijuana – 2</li> <li>• Present Where Alcohol is being Consumed, Furnished or Sold – 1</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> <li>• Violation of Probation – 2</li> <li>• Violation of Residence Hall Policy – 2</li> </ul>	14
<b>Surgical/Operating Room Technology</b>	<ul style="list-style-type: none"> <li>• Disorderly, Lewd or Indecent Conduct – 1</li> <li>• Disruption/Obstruction – 1</li> </ul>	2
<b>Transfer Module</b>	<ul style="list-style-type: none"> <li>• Abuse of the Judicial System – 3</li> <li>• Academic Misconduct – 2</li> <li>• Insubordination – 1</li> <li>• Mental or Bodily Harm – 1</li> <li>• Misuse or Abuse of Computers/Communication Equipment – 1</li> <li>• Present Where Alcohol is being Consumed, Furnished or Sold – 1</li> <li>• Repeated Violation of Residence Hall Policies – 1</li> <li>• Theft – 3</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> <li>• Violation of Residence Hall Policy - 1</li> </ul>	15
<b>Wilderness Horsemanship</b>	<ul style="list-style-type: none"> <li>• Present Where Alcohol is Being Consumed, Furnished or Sold – 1</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> </ul>	2
<b>Wildlife Resources Management</b>	<ul style="list-style-type: none"> <li>• Abuse of the Judicial System – 2</li> <li>• Violation of Federal, State and Local Laws – 2</li> <li>• Disturbing the Peace – 1</li> </ul>	12

	<ul style="list-style-type: none"> <li>• Mental or Bodily Harm – 1</li> <li>• Misuse of Alcohol – 1</li> <li>• Repeated Violation of Residence Hall Policies – 1</li> <li>• Tobacco Violation – 2</li> <li>• Unauthorized Use of Alcoholic Beverages – 1</li> <li>• Violation of Residence Hall Policy – 1</li> </ul>	
<b>Wildlife Science</b>	<ul style="list-style-type: none"> <li>• Tobacco Violation – 1</li> </ul>	<b>1</b>

## Charges and Findings by Academic Major

### Arts & Sciences

#### Addiction Studies

- Tobacco Violation – 1

**Total: 1**

#### Associate of Science

- Abuse of Judicial System – 1
- Conduct in Violation of Federal, State or Local News – 1
- Failure to Comply or Identify – 1
- Misuse of Alcohol – 1
- Unauthorized Use of Alcohol Beverages – 1
- Violation of Residence Hall Policy – 1

**Total: 6**



### Early Childhood Education

- Academic Misconduct – 1
- Violation of Federal, State and Local Laws – 1
- Mental or Bodily Harm – 1
- Tobacco Violation – 1

**Total: 4**

### Music Management

- Violation of Federal, State or Local Laws – 1
- Dishonesty – 1
- Misuse of Alcohol – 1
- Present Where Alcohol is being Consumed, Furnished or Sold – 1
- Violation of Residence Hall Policy – 1

**Total: 5**

## **Charges and Findings by Academic Major**

### Arts & Sciences

#### Transfer Module

- Abuse of the Judicial System – 3
- Academic Misconduct – 2
- Insubordination – 1
- Mental or Bodily Harm – 1
- Misuse or Abuse of Computers/Communication Equipment – 1
- Present Where Alcohol is being Consumed, Furnished or Sold – 1
- Repeated Violation of Residence Hall Policies – 1
- Theft – 3
- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Residence Hall Policy – 1

**Total: 15**

American Art Design and Marketing

- Violation of Federal, State or Local Laws – 1
- Disorderly, Lewd or Indecent Conduct - 1
- Possession/Use of Marijuana – 1
- Present where alcohol is being consumed, furnished or sold – 1
- Sexual Harassment – 1
- Theft – 1
- Violation of Probation – 1
- Violation of Residence Hall Policy – 1

**Total: 8**

## Charges and Findings by Academic Major

Business

Business Management

- Violation of Residence Hall Policy – 1

**Total: 1**

## Charges and Findings by Academic Major

### Computer & Information Technologies

#### Computer Programming

- Abuse of the Judicial System – 2
- Aiding or Abetting -1
- Sexual Harassment – 1

Total:4

#### Digital Game Design

- Mental or Bodily Harm – 1

Total: 1

#### E-Business & Web

- Misuse or Abuse of Computers/Communication Equipment – 1
- Theft – 1

**Total: 2**

## Charges and Findings by Academic Major

### Hospitality

#### Baking

- Theft – 1

**Total: 1**

#### Culinary Arts

- Academic Misconduct – 1
- Disturbing the Peace – 1
- Mental or Bodily Harm – 1
- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Residence Hall Policy – 1

**Total: 5**

#### Hotel & Restaurant Management

- Disturbing the Peace – 1
- Failure to Comply or Identify – 1
- Misuse of Alcohol – 3
- Violation of Residence Hall Policy – 2

**Total: 7**

## Charges and Findings by Academic Major

### Engineering & Technology

#### Advanced Energy

- Abuse of Judicial - 1
- Violation of Probation – 1

**Total: 2**

#### Construction Management

- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Residence Hall Policy – 1

**Total: 2**

#### Construction Management – Electricity

- Violation of Federal, State or Local Laws – 1
- Misuse of Alcohol – 1

**Total: 2**

#### Construction Management – Carpentry

- Possession of marijuana – 1
- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Probation – 1
- Violation of Residence Hall Policy – 1

**Total: 4**

## Charges and Findings by Academic Major

### Natural Resources

#### Archaeology

- Violation of Residence Hall Policy – 1

**Total: 1**

#### Ecotourism & Advanced Travel

- Abuse of the Judicial System – 1
- Violation of Federal, State and Local Laws – 1
- Disturbing the Peace – 1
- Misuse of Alcohol – 1
- Negligent Destruction of Property – 1
- Repeated Alcohol Violations – 2

- Repeated Violation of Residence Hall Policy – 1
- Tobacco Violation – 2
- Violation of Probation – 2
- Violation of Residence Hall Policy – 2

**Total: 14**

### Equine

- Dishonesty – 2
- Misuse of Identification – 2
- Theft – 2

**Total: 6**

## Charges and Findings by Academic Major

### Natural Resources

#### Fish Management

- Mental or Bodily Harm -1
- Misuse of Alcohol – 1
- Misuse or Abuse of Computers/Communication Equipment – 1
- Negligent Destruction of Property – 1
- Present Where Alcohol is Being Consumed, Furnished or Sold – 4
- Sexual Harassment – 1
- Tobacco Violation – 1
- Unauthorized Use of Alcoholic Beverages – 2
- Violation of Residence Hall Policy – 1

**Total: 13**

### Forest Management

- Disorderly, Lewd or Indecent Conduct – 1
- Failure to Comply or Identify – 1
- Mental or Bodily Harm – 1
- Misuse of Alcohol – 1
- Negligent Destruction of Property – 1
- Repeated Violation of Residence Hall Policy – 1
- Tobacco Violation – 2
- Violation of Probation – 1

**Total: 9**

## Charges and Findings by Academic Major

### Natural Resources

#### Heavy Equipment Management

- Violation of Federal, State or Local Laws – 1
- Misuse of Alcohol – 1
- Possession/Use of Marijuana – 1

**Total: 3**

#### Heavy Equipment Operator Occupational Certificate

- Misuse of Safety/Security Equipment – 1
- Unauthorized Use of Property or Service – 1



**Total: 2**

Landscape Management

- Mental or Bodily Harm – 1
- Theft – 1
- Violation of Probation – 1

**Total: 3**

Natural & Historical Interpretation

- Violation of Residence Hall Policy – 1

**Total: 1**

Natural Resources Law Enforcement

- Mental or Bodily Harm – 1
- Misuse of Computers/Communication Equipment – 1
- Sexual Harassment – 1
- Tobacco Violation – 1

**Total: 4**

## Charges and Findings by Academic Major

### Natural Resources

Wildlife Resources

- Abuse of the Judicial System – 2
- Violation of Federal, State and Local Laws – 2
- Disturbing the Peace – 1
- Mental or Bodily Harm – 1
- Misuse of Alcohol – 1
- Repeated Violation of Residence Hall Policies – 1
- Tobacco Violation – 2
- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Residence Hall Policy – 1

**Total: 12**

### Wildlife Science

- Tobacco Violation – 1

**Total: 1**

### Wilderness Horsemanship

- Present Where Alcohol is Being Consumed, Furnished or Sold – 1
- Unauthorized Use of Alcoholic Beverages – 1

**Total: 2**

## Charges and Findings by Academic Major

### Public Safety Services

#### Fire & Emergency Services

- Unauthorized Use of Alcoholic Beverages – 2
- Failure to Comply or Identify – 1
- Misuse of Alcohol – 1
- Repeated Financial Irresponsibility – 1
- Theft – 1
- Unauthorized Use of Property or Service – 1
- Violation of Residence Hall Policy – 1

**Total: 8**

#### Police Science

- Abuse of the Judicial System – 1

- Violation of Federal, State or Local Laws – 2
- Disturbing the Peace – 1
- Mental or Bodily Harm – 1
- Misuse of Alcohol – 2
- Negligent Destruction of Property – 1
- Repeated Violation of Residence Hall Policy – 1
- Theft – 1
- Unauthorized Use of College Keys – 1
- Violation of Property or Service – 2
- Violation of Residence Hall Policy – 2

**Total: 15**

## Charges and Findings by Academic Major

### Public Safety Services

#### Social Services, Correction & Criminal Justice

- Abuse of Judicial System – 1
- Failure to Comply or Identify – 2
- Misuse of Alcohol – 2
- Possession of Drug Paraphernalia – 1
- Possession/Use of Marijuana – 2
- Present Where Alcohol is being Consumed, Furnished or Sold – 1
- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Probation – 2
- Violation of Residence Hall Policy – 2

**Total: 14**

## Charges and Findings by Academic Major

### Nursing

#### Nursing

- Dishonesty – 1
- Failure to Comply or Identify – 2
- Negligent Destruction of Property – 1
- Tobacco Violation – 3
- Unauthorized Use of Alcoholic Beverages – 1
- Violation of Residence Hall Policy – 1

**Total: 9**

#### Nursing – Practical Nursing

- Academic Misconduct – 1

**Total: 1**

## Charges and Findings by Academic Major

### Allied Health

#### Fitness Management

- Present Where Alcohol is Being Consumed, Furnished or Sold – 1
- Unauthorized Use of Alcoholic Beverages – 1

**Total: 2**

#### Massage Therapy

- Disorderly, Lewd or Indecent Conduct – 1
- Repeated Violation of Residence Hall Policy – 3
- Tobacco Violation – 2
- Violation of Probation – 3
- Violation of Residence Hall Policy – 1

**Total: 10**

Medical Assistant

- Academic Misconduct – 1

**Total: 1**

Surgical/Operational Room Technology

- Disorderly, Lewd or Indecent Conduct – 1
- Disruption/Obstruction – 1

**Total: 2**



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (1 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**

Libby

**Project Begins:**

a. 8/24/12	b. 9/30/12	c. 10/30/12	d. 11/5/12
e. 10/30/12	f. 11/5/12	g. 9/14/12	h. 9/21/12
i. 11/16/12	j. 1/8/12	k. 11/30/12	l. 1/8/12
m. 11/9/12	n. 11/9/12	o. 11/9/12	p. 1/08/12
q. 2/18/13	r. 3/30/13	s. 7/31/13	t. 8/31/13

**Project Completed:**

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*Project:*

---

Create and launch an Annual Fund Campaign program.

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*Steps to implement:*

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- a. Send intro. letter to all constituent groups.
- b. Send letter/thank you for past gifts from Fdn. ED to constituents.
- c. Create Case for Support and Case Statements.
- d. Ask Fdn. Board.
- e. Send thank yous/acknowledgement.
- f. Ask College Trustees.
- g. Send thank yous/acknowledgements.
- h. Ask Cabinet.
- i. Send thank yous/acknowledgements.
- j. Send appeal to employees.
- k. Send thank yous/acknowledgements.
- l. Ask Deans, administrators face-face.
- m. Send thank yous/acknowledgements.
- n. Send appeal to alumni.



- o. Send appeal to past donors.
- p. Send appeal to retired employees.
- q. Send thank yous/acknowledgements.
- r. Send year-end tax letter indicating donation amount.
- s. Send Annual Report.
- t. Send Update to all donors, prospects.

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*What Resources will you need to complete project?*

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CRM  
Marketing & campaign materials  
Website

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*How will you measure success?*

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Appeal letters and acknowledgements will be created, sent, and tracked in our Constituent Relationship Management (CRM), eTapestry. We can generate reports at any time to see our progress, and will do so weekly.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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By 6/30/13:

1. At least 100 college employees give.
2. At least 25 give 1% of their salary.
3. 100% of the Foundation Board of Directors give.
4. 100% of the college trustees give.
5. At least 100 alumni give.
6. \$100,000 raised.





---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

We did in fact complete an annual fund campaign during fiscal year 2013. After getting into this role and assessing the state of things, I decided not to make hard asks for the first year. We have approached the annual fund campaign as a year-round approach, with a communications plan being implemented. This first year was spent connecting and re-connecting with potential donors.

There was no donor database prior to this year, and other foundation records for the foundation were scant. So we started building a database of potential donors from scratch.

Additionally, my colleague and I have spent the past year+ creating a fully-functioning foundation. The Hocking College Foundation office now consists of five carefully planned, well integrated and effectively implemented programs and activities.

These include:

- Advancement Services (operations, gift processing and acknowledgement, planning, database maintenance, administrative and board)
- Development (major gifts campaign, annual fund, special campaigns, planned giving and special events)
- Stewardship (acknowledgement, recognition, cultivation, donor appreciation)
- Alumni Affairs (Homecoming, newsletter, job opportunities)
- College and Government Relations (retiree events, scholarship ceremony, annual Thank-a-Thon, college-wide events, dignitary visits.)

Faculty and Staff haven't been in the habit of giving and this isn't a culture of philanthropy, so much groundwork has been and continues to be laid. This year we're launching a formal employee campaign.

Alum hadn't been contacted in years and so a decision was made to spend the first year connecting and communicating with Alum. We launched a monthly

Our initial results:

1. 58 employees donated to the Foundation
2. 8 employees gave at the 1% level.
3. 7 of 13 foundation board members gave gift last year
4. 6 of 9 college trustees gave
5. We didn't ask alum to give, but got one unsolicited gift
6. We raised \$134,397.85



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (2 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**

Libby Villavicencio

**Project Begins:**

a. 9/30/12      b. 10/31/12      c. 11/15/12      d. 12/30/12      e. ongoing, monthly  
f. ongoing, monthly      g. ongoing, monthly

**Project Completed:**

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*Project:*

Create and launch a Major Gifts program.

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*Steps to implement:*

- a. Identify prospects.
- b. Research prospects.
- c. Qualify prospects.
- d. Assign prospects to volunteer solicitors.
- e. Cultivate prospect.
- f. Involve prospects.
- g. Solicit prospects.

---

*What Resources will you need to complete project?*

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Campaign materials  
CRM



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*How will you measure success?*

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Monthly reports generated via eTapestry.

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*What do you expect from these outcomes? What do you hope to achieve?*

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1. 30 strong prospects are identified and researched.
2. 20 prospects are qualified as strong candidates for a major gift.
3. At least 5 major gifts (at least \$10,000) are received, for a total of \$70,000 by 6/30/13.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Given the above summary, our major gifts campaign is launching now as part of 5-year, comprehensive campaign. We went through a process of identifying strategic initiatives, developing a comprehensive campaign plan, wrote a case for support and case statements and working with a marketing firm to create materials and a new foundation website with the campaign as the theme.

1. We have identified 50 major gifts prospects and the research will be completed soon.
2. See above
3. Our campaign goal is \$5M.
4. We did receive a major gift of \$50,000 from a board member.



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (3 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**

Libby Villavicencio

**Project Begins:**

a. 1/1/13    b. ongoing    c. ongoing    d. 2014

**Project Completed:**

---

*Project:*

Create and launch a Grants Program.

*Steps to implement:*

- a. Contract with Hanover Grants (HG).
- b. Monitor progress and results.
- c. Review weekly reports.
- d. Approve potential funders for LOI and Full proposal development.
- e. HG submits LOI's and proposals.
- f. Utilize their recommendations for structuring our grants program.

*What Resources will you need to complete project?*

35,000



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*How will you measure success?*

---

Reports from Hanover Grants, and funding award letters

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*What do you expect from these outcomes? What do you hope to achieve?*

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- a. Grant strategy developed.
- b. & c. Grant-prospecting reports delivered weekly.
- d. At least 8 LOI and/or proposals are submitted by HG.
- e. At least 4 proposals are granted funding, for at least \$200,00.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

We didn't contract with Hanover until February 1 of this year, because we were in process of having a grants audit completed by a consultant. Our first couple of projects with Hanover were not grants. The consensus was to get them to do some research for us first.

- a. Done
- b. & c. Done
- d. We are developing the first proposal (to the National Science Foundation), due Oct. 12 currently.
- e. The first proposals is being developed currently.



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (4 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**

Libby Villavicencio

**Project Begins:**

a. 10/15/12

b. 12/15/12

c. 6/30/13

d. 3/31/13

e. 2/28/13

f. 4/1/13

**Project Completed:**

---

*Project:*

Strengthen and structure the scholarship process.

---

*Steps to implement:*

- a. Create a scholarship calendar.
- b. Schedule and hold luncheons for all scholars and donors – as appropriate.
- c. Review each agreement and revised as needed.
- d. Purchase and launch a scholarship management system.
- e. Update the information on our website.
- f. Centralize the application process for students.

---

*What Resources will you need to complete project?*

All documents and information related to scholarships, \$\$.



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*How will you measure success?*

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- a. Calendar
- b. Photos from the luncheons
- c. Revised agreements
- d. System is in place.
- e. Website
- f. Application is on website.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- a. All scholarships are given in a timely fashion.
- b. Donors and scholars express being very satisfied with the luncheon.
- c. New agreements lead to more \$\$ available for scholarships.
- d. All scholarships are given in a timely fashion.
- e. more students apply for scholarships.
- f. At least \$10,000 more is donated for scholarships.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

We achieved all of these. The entire scholarship process has been changed for the better. We contracted with STARS online to be our scholarship management software. We've held a couple of luncheons and will hold the first ever scholarship awards banquet Sept. 12, 2013.



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (5 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**

Libby Villavicencio

**Project Begins:**

- a. 1/30/13                      b. 2/15/13                      c. 3/15 first one and then quarterly  
d. 2/20/13

**Project Completed:**

---

*Project:*

Create and launch a Planned Giving program.

---

*Steps to implement:*

- a. Purchase planned giving software/online capabilities.  
b. Put link on foundation website.  
c. Hold Wills seminars.  
d. Send information to all board members, employees, donors, and prospects.

---

*What Resources will you need to complete project?*

\$3,500 to purchase Crescendo  
\$1,000 for seminars costs





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*How will you measure success?*

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- a. Website
- b. Registration and sign-in for seminars

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*What do you expect from these outcomes? What do you hope to achieve?*

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- a. At least 3 people notify us they have put the college or foundation in their will and/or made the college or foundation beneficiary of their life insurance policy.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

We created and launched our planned giving website, but have not yet begun to hold seminars. We will begin those in early 2014. We did introduce the site to our board members, the board of trustees members, faculty and staff and to retirees in a luncheon event. We will continue to market and share it.



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (6 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**  
Libby Villavicencio

**Project Begins:**

a. 6/30/13

b. 5/1/13

c. 3/30/13

d. 10/5/12

**Project Completed:**

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*Project:*

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Create and launch an Alumni Relations Program.

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*Steps to implement:*

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- a. Design and launch an Alumni Wall of Fame – real and virtual.
  - b. Distinguished alumni program continues.
  - c. Career services are up and running.
  - d. Plan and hold Homecoming.
- 

*What Resources will you need to complete project?*

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\$\$ for frames, printing, awards

Career services

\$\$, volunteers



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*How will you measure success?*

---

a. We will track through, yourmembership.com, our current alumni CRM, eTapestry, and Facebook analytics.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- a. The number of alumni who like the facebook page and register on the alumni webpage increases.
- b. Alumni nominate fellow alums.
- c. At least 10 alumni utilize career services, and are highly satisfied.
- d. Increased number of alumni who like the facebook page and register on the alumni webpage.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

We have established our initial alumni program. We have increased the numbers of alum who are active on the facebook page and the alumni webpage, and we have found 20,000 alum contact information and reached out to them initially.

We held the first ever college-sponsored homecoming and are doing so again this year. Since we are connected with 20,000 more alum this year than last, we hope to at least double the number of alum in attendance this year.

Several alum utilized our web-based career tool, College Central Network, both as an employer and searching for jobs. Recently the college put into place a staff to put together career services, which are offered to alum as well as students.



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (7 of 8 plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**  
Libby Villavicencio

**Project Begins:**

a. 1/30/13                      b. 6/30/13

**Project Completed:**

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*Project:*

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Establish Foundation Policies & Procedures.

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*Steps to implement:*

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- a. Use CASE management and governance standards – check off what we have in place, and identify what needs to be done.
  - b. Create and adopt policies and procedures we don't yet have (Priority is a Gift Acceptance Policy.).
- 

*What Resources will you need to complete project?*

---

Cooperation of college staffs

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*How will you measure success?*

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We will utilize the CASE standards and keep track of our policies and procedures in a spreadsheet, provided by CASE.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- a. We comply with all the CASE management and governance standards.
- b. All policies & procedures are in place and used regularly.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

We are still in process with both of these. We are in compliance with most of the management and governance standards, but still have a few more policies and procedures to adopt. This work will be ongoing. Every board meeting we adopt at least one new policy.



## 2012-2013 Operational Plans Summary

**Department:** The Hocking College Foundation (8 of 8 Plans)

**Supervisor:** Libby Villavicencio

**Person Responsible for Project:**  
Libby Villavicencio

**Project Begins:**

a. 10/31/13                      b. 10/31/12 and ongoing    c. 12/31/12                      d. ongoing

**Project Completed:**

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*Project:*

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Strengthen the Board.

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*Steps to implement:*

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- a. Complete a strategic planning session.
  - b. All new board members receive an orientation.
  - c. All board members give to the foundation.
  - d. All board members introduce us to new potential donors.
- 

*What Resources will you need to complete project?*

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Food  
\$\$ to create orientation binders

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*How will you measure success?*

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We will track in eTapestry, and monthly reports will provide information to confirm.

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*What do you expect from these outcomes? What do you hope to achieve?*

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- a. All board members feel engaged, and excited about the work of the foundation.
- b. All new board members understand the mission, vision, and purpose of the foundation.
- c. 100% giving of board members.
- d. At least 3 new major donor prospects, and 10 prospects are gained.

---

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

---

Board development will continue this year. We made the decision not to aggressively pursue new board members until we got the basic operations of the foundation in place. That has occurred, so in our annual meeting in October we will bring on several new board members.

- a. Done
- b. Done
- c. Incomplete, but we feel confident the remainder of board members will give soon.
- d. Done



## 2012-2013 Operational Plans Summary

**Department:** Assessment of Student Academic Achievement

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** • Assessment Coordinator

- Faculty
- Deans

**Project Begins:**

- Assessment Day is October 10, 2012.
- Reports are completed by faculty during Autumn Semester for data collected during the previous academic year and submitted to the assessment coordinator.
- The assessment coordinator reviews reports and places reports on Assessment website before the next assessment day, October 2013.

**Project Completed:**

- Assessment Day is October 10, 2012.
- Reports are completed by faculty during Autumn Semester for data collected during the previous academic year and submitted to the assessment coordinator.
- The assessment coordinator reviews reports and places reports on Assessment website before the next assessment day, October 2013.

---

*Project:*

- Assist faculty to complete annual assessment reports evidencing student learning in all academic programs utilizing multiple measures.

---

*Steps to implement:*

- Assist faculty to identify assessment criteria designed to evidence student learning.
- Provide template for annual assessment report.
- Assist faculty to complete annual report.





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*What Resources will you need to complete project?*

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- Assessment Coordinator
- Faculty
- Deans
- Provost

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*How will you measure success?*

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- All academic programs have submitted annual assessment reports that reflect multiple measures of student learning.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- Demonstrate an institutional commitment to the assessment of student learning and the use of its results for improvement in curriculum and instruction.

---

### *Conclusion*

Institutional assessment focused on our semester transition this past year, much like every other academic endeavor. Each fall term we have an in-service day dedicated to assessment where typically the faculty teams quantify assessment data based on the previous years evaluations. This past fall we instead had each team focus on realigning their program and institutional outcomes with their “new” semester curricula. This will continue to be reviewed.

We also started a new institutional assessment technique of using the NOCTI 21<sup>st</sup> Century Skills for Workplace Success test rather than our older Electronic portfolio tool. It is too early to make a final decision on the effectiveness of this new tool. We have refined the delivery of the test into our orientation course and will offer the same test at the end of the programs in the capstone classes to get better data. This approach will also continue to be evaluated.

---



## 2012-2013 Operational Plans Summary

**Department:** Academic Support - Community Outreach Center (COC)

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** The COC Coordinator (formerly Suzanne Brooks-Korner)

**Project Begins:** • America Reads tutor recruitment begins each year in July.

- Service-learning site list is updated throughout the year as non-profit agencies send, or call with, new information; COC solicits information once each year by emailing new forms to all agencies that are dependent upon volunteers.
- The Volunteer Fair is an annual event held in October.
- Service learning continues throughout the year.

**Project Completed:** • America Reads tutor recruitment begins each year in July.

- Service-learning site list is updated throughout the year as non-profit agencies send, or call with, new information; COC solicits information once each year by emailing new forms to all agencies that are dependent upon volunteers.
- The Volunteer Fair is an annual event held in October.
- Service learning continues throughout the year.

---

*Project:*

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- Coordinate annual Volunteer Fair.
- Provide updated service site list.
- Maintain and update HC website Community Outreach link.
- Recruit students to join The Volunteers organization and serve as advisor.
- Recruit, hire and place America Reads workstudy eligible students to tutor in local public schools.
- Assist faculty in implementing service-learning.



---

*Steps to implement:*

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- Solicit updated volunteer needs information from regional non-profit agencies.
- Edit current service site list and add to website.
- Utilize all-student emails, posters and campus publications to reach students with information about The Volunteers, America Reads tutoring and other volunteer/service-learning opportunities
- Remain available to speak to classes about service-learning programs and to arrange for guest presenters from non-profit agencies.
- Arrange both individual and group SL experiences.

---

*What Resources will you need to complete project?*

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- Have small fund that pays for background checks for America reads tutors.
- Work with College Completion Coach (AmeriCorps/VISTA) and Director of Retention.
- Need larger space for Community Outreach Center (have submitted request).

---

*How will you measure success?*

---

- Hire up to 20 America Reads student-tutors each year (hiring continues autumn semester through early spring).
- Evaluations completed by public school classroom teacher-supervisors at end of each term and submitted to COC Coordinator.
- Number of student volunteers and service-learners and total number of hours (working on assessment tool that would furnish the COC with these numbers)

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- Feedback from community service site leaders
- Effects of civic engagement on student learning and course outcomes, ascertained through the use of surveys, reflection papers and online assessment tools (yet to be in place).



*Conclusion*

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The Community Outreach position and unit was dissolved due to budget cuts in November 2012.

However, the emphasis of “service learning” is still a requirement in all Hocking College degree programs. All programs have an Arts and Sciences service learning class or an imbedded technical class dedicated to serving our community through our fields of study. Community outreach projects still occur with student clubs, our student government and through our Foundation office.



## 2012-2013 Operational Plans Summary

**Department:** Academic Support - Dual Enrollment

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** • Amy Shaner – Dual Enrollment Coordinator

- Linda Deeds – Administrative Liaison
- James Rice – Director of Online Learning
- Claudia Haning – Administrative Assistant
- High School partners: Principals, Guidance Counselors, Teachers
- Admissions Personnel
- Hocking College faculty liaisons
- Program Deans to ensure TAG offerings

**Project Begins:** 2012-2013 Academic School Year

**Project Completed:** 2012-2013 Academic School Year

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*Project:*

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- Decrease fee from \$33 a credit hour to an overall charge of \$35 per course for general processing.
- Implement a Dual Enrollment/High School Partner Day at Hocking College (Scheduled for early December).
- Prepare and distribute printed materials to students, parents, teachers, and administrators focusing on our AAS and ATS degrees as well as our other pathways to Hocking (pending TAG approval).
- Provide a presence at parent/teachers nights.
- Create a dual enrollment resource site in MOODLE or another platform for teachers, guidance counselors and administrators. (This goal will be based on collaboration with IT and the Director of Online Learning.)
- Include a Dual Enrollment page on the college Web site.
- Work with our area high schools in Athens, Hocking, and Perry county to build credible and lasting relationships.
- Work with Arts and Sciences department to pilot college readiness initiative with Nelsonville York High School this year (2012-2013).
- Establish an efficient procedure to capture, track and report information and data.
- Collaborate with Admissions to use the data for recruitment follow up.



- Work with partnering schools to develop additional course offerings..
- Seek new high school partners for the 2013-14 school year.

---

*Steps to implement:*

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- Work with admissions to plan the Dual Enrollment/High School Partner Day.
- Collect data for admissions use.
- Update the MOODLE site on weekly basis.
- Visit high school partners for coordination purposes (planning and implementation meetings, Parent nights).
- Set up meetings with potential high school partners.

---

*What Resources will you need to complete project?*

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- High School Partners: Principals, Guidance Counselors, Teachers
- Claudia Haning
- Linda Deeds
- Admissions Personnel
- Budget for travel, professional development, supplies, Hocking College faculty stipends

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*How will you measure success?*

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- Attend 90 percent of parent night activities at partner high schools.
- Collect student information from Dual Enrollment Day to be distributed to admissions for follow up contact.
- Meet with 4-6 potential high schools partners to share dual enrollment opportunities.
- Pilot college readiness initiative with Nelsonville York High School juniors this year (2012-2013) resulting in college dual enrollment readiness the senior year.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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- Increase in dual enrollment students
- Increase in dual enrollment students enrolling at Hocking College



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*Conclusion*

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The faculty position of Dual Enrollment (DE) Coordinator was dissolved last year due to budget cuts. However, the process persevered through the efforts of several individuals in Academic Affairs.

All partnerships were maintained throughout the year. New faculty have recently been put into place to maintain and expand the increasing demand for DE.

Annual totals included 870 students enrolled (up from 771 the year before), taking a total of 5452 credits with 16 high school partners.



## 2012-2013 Operational Plans Summary

**Department:** Academic Support - Degree Pathways

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** • Mindy Roggow  
• Deans and faculty of each department

**Project Begins:** • Ongoing

**Project Completed:** • Ongoing

---

*Project:*

- Convert quarterly agreements to semester agreements.
- Develop and easier more time efficient method of reviewing HS/CC curriculum for technology departments.

---

*Steps to implement:*

- Develop a new process of program evaluation.
- Work closer with deans and faculty on the evaluation process.
- Verify that I have all necessary documentation from HS/CC to review for pathway agreements.

---

*What Resources will you need to complete project?*

- Webpage updates, admissions updates, video/phone conferences, campus visits , department meetings

---

*How will you measure success?*

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- Semester reports
- End of the year reports
- Student degree pathway application tracker document

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*What do you expect from these outcomes? What do you hope to achieve?*

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- More students utilizing degree pathway opportunities
- More degree pathways available to students attending Hocking

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### *Conclusion*

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The project of maintaining and converting all HS/CC partnership agreements post semester transition is ongoing. This process will continue throughout this academic year. To summarize, we currently have 152 active degree agreements and another 191 potential agreements that need to be converted and/or reviewed. The grand total of 343 active and potential agreements emanate from 50 different schools in Ohio and West Virginia. These partnerships continue to provide market visibility for the College, create enrollment streams to many of our degree programs, establish partnerships with secondary schools that lead to other positive opportunities and are of great benefit to the students involved.



## 2012-2013 Operational Plans Summary

**Department:** Library - Classroom Technology

**Supervisor:** Jeff Graffius

**Person Responsible for Project:** • Media Specialist, Technical Services, Computer Desktop Support

**Project Begins:** October 2012

**Project Completed:** June 2013

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### *Project:*

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- Improve the availability of classroom technology on campus and update/replace existing equipment. Ensure that technology is available that supports the curriculum and that the use of technology becomes routine and expected

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### *Steps to implement:*

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- Arrange funding for the following classroom technology projects:  
Replace video projectors in JL 352, JL 348, JL 345, NR Nature Center and Davidson 323, 317, and 314  
Classroom projector/instructor cart installs in classrooms that currently do not have classroom technology include Shaw 201, JL 366, and JL 359  
Assist with incorporating classroom technology in new or renovated classroom space
- Inform and instruct faculty on how to use technology.



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*What Resources will you need to complete project?*

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- Funds need to be available for the replacement of existing classroom technology and the purchase of new technology if the college is committed to the mission of the library
- How will you measure success?
- Completion of work and availability of new or replacement classroom technology

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*What do you expect from these outcomes?*

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*What do you hope to achieve?*

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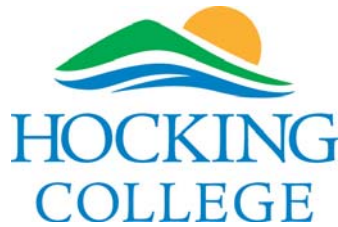
- Availability of technology in classroom locations increases
- Faculty attitude about the availability of classroom technology improves
- More options available to faculty in support of curriculum that improves and facilitates student learning

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*Conclusion*

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*The results of this project are incomplete. The Library is no longer involved with the purchase and maintenance of classroom technology. The Media Librarian position was eliminated, and its duties were spread to other departments.*



## 2012-2013 Operational Plans Summary

**Department:** Library - Communications

**Supervisor:** Jeff Graffius

**Person Responsible for Project:** • Library Director, Reference Librarian, Media Specialist, Library Assistant, Student Employees

**Project Begins:** Ongoing throughout the year

**Project Completed:** Ongoing throughout the year

---

*Project:*

• Good communication is of vital importance to the library. Increase communication both verbally and non-verbally with library staff, students and faculty.

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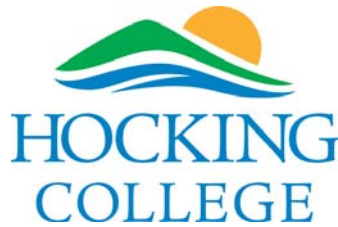
*Steps to implement:*

- Increase face-to-face communication.
- Increase print communication e.g. posters, brochures, newsletters, signs, etc.
- Utilize web 2.0, RSS feeds, social network, blogs, wikis, mobile technology, instant messaging, libguides.
- Update the library's webpage.

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*What Resources will you need to complete project?*

- Costs associated with print and electronic formats
- How will you measure success?
- Increased utilization of library services
  - Increased exposure on campus
  - Better rapport with other departments



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*What do you expect from these outcomes?*

*What do you hope to achieve?*

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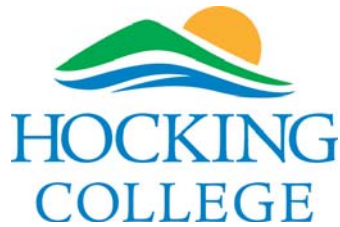
- Increased utilization of the library and its services
  - Better student and faculty knowledge about the library
- 

### *Conclusion*

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*The Library conducted student and faculty surveys during Autumn Semester 2012. While the response rate was a little disappointing (150 students, 50 faculty/staff), the survey results did provide valuable data about the Library's current services, general opinions about the Library, suggested areas for improvement and ideas for new services. This data has proven to be valuable during the discussions for a possible Library renovation in the near future. The Library's Webpage was also updated based on feedback from the surveys.*

*The Library continues to explore different ways to communicate with students and faculty. We use e-mail, twitter, and other means to provide information to our users, and are exploring the possibility of a student newsletter to begin in 2013. Our chat reference usage is increasing (80 sessions in FY13, up from ~25 the year before) and we hope that number continues to increase as students and faculty are made aware of its availability. We feel that we made strides in improving communication, but continue to search for ways to improve.*



## 2012-2013 Operational Plans Summary

**Department:** Library - Information Literacy

**Supervisor:** Jeff Graffius

**Person Responsible for Project:** • Reference Librarian, Library Director

**Project Begins:** • Ongoing throughout the year

**Project Completed:** • Ongoing throughout the year

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*Project:*

- Increased utilization of the library and its services
- Better student and faculty knowledge about the library

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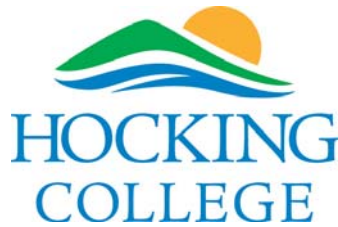
*Steps to implement:*

- Provide bibliographic instruction to any interested instructor.
- Draft a feasibility study for a laptop/computer cart to facilitate library instruction in classrooms.
- Develop more instructional videos for students and faculty.

---

*What Resources will you need to complete project?*

- Laptops/computer cart would be significant investment and would require supplemental funds (other than the library's budget).



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*How will you measure success?*

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- Statistics/data on number of bibliographic instruction sessions
- Having more technology available in the classroom for library instruction
- Successful production of new library videos and tutorials

---

*What do you expect from these outcomes?*

*What do you hope to achieve?*

---

- Students and faculty who are better informed about information choices and how to access the information they need
- Higher student success
- More efficient use of existing library services and resources by students and faculty

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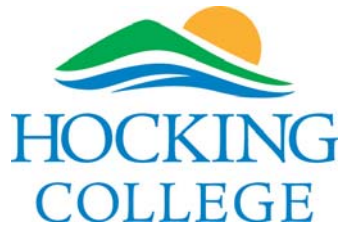
### *Conclusion*

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*The Library continues to provide bibliographic instruction within the Library, in the classroom and online (through various instructional/informational videos). We saw an increase in Library instruction for Spring 2013 from Spring 2012, but the overall number was down, mainly due to a significant decrease in enrollment and the elimination of evening hours.*

*Libguides (a subscription service) was added to facilitate the development of online subject guides. The response has been overwhelmingly positive. 52 technology, course, and faculty guides are currently available. The Library's libguides homepage was viewed over 1,000 times during FY13 and the various guides had almost 6,000 views during that period. The most heavily-used guides were English Composition, Speech, and Wildlife Management (capstone).*

*For the upcoming fiscal year, we hope to develop an updated online video for Library instruction.*



## 2012-2013 Operational Plans Summary

**Department:** Library - Collection Development

**Supervisor:** Jeff Graffius

**Person Responsible for Project:** • Library Director, Reference Librarian, and Media Specialist

**Project Begins:** Develop policy November 2012

**Project Completed:** Implement policy January-June 2013

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### *Project:*

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- Develop a collection management policy that discusses how library materials and resources are acquired.

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### *Steps to implement:*

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- Construct a collection development policy for the library.
- Complete needs assessment that identifies strengths and weaknesses in the existing collection e.g. quality, currency, accuracy, level, appropriateness, bias, value and format.
- Assess electronic resources.
- Assess audiovisual resources.
- Deselect (weed) materials.
- Replace damaged materials.

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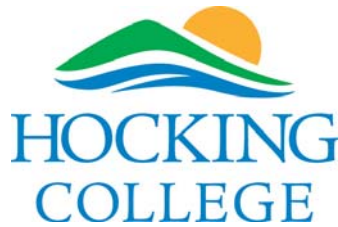
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### *What Resources will you need to complete project?*

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- Budget for resources as designated by the college





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*How will you measure success?*

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- Collect data about physical collections e.g. books, media using OhioLINK and Millennium resources.
- Compare data to programs at Hocking College and the topics covered within program. Utilize course syllabi as starting point.

---

*What do you expect from these outcomes?*

---

*What do you hope to achieve?*

---

- Purchase new resources.
- Resources deselected
- Successful completion of collection management policy

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### *Conclusion*

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*A collection development policy for the Library was completed by the Director and Media Librarian in December. The policy provides guidelines for purchasing new materials as well as the deselection (weeding) of existing materials. The Library added 245 new books and 145 new media titles during FY 13.*

*The Library is constantly evaluating the condition of the overall collection, and we are actively removing old and outdated materials and formats. We will continue to explore the possibility of adding new electronic resources and streaming video as our budget allows. We believe that the Library collection is much stronger today than it was a year ago.*



## 2012-2013 Operational Plans Summary

**Department:** Library - Space Allocation

**Supervisor:** Jeff Graffius

**Person Responsible for Project:** • Library Director, Reference Librarian, Media Specialist

**Project Begins:** Group study complete by December

**Project Completed:** Computer station work done at IT discretion

---

*Project:*

• Create and improve upon atmosphere in the library making it conducive to needs of learners. Evaluate what can be done to create space and improve services.

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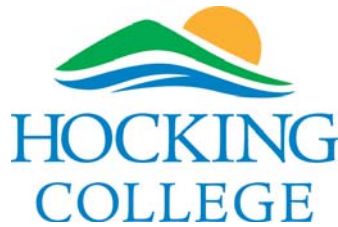
*Steps to implement:*

- Create group study room(s).
- Create more space in the open areas of study.
- Replace library computers.
- Add table study in the quiet study area.

---

*What Resources will you need to complete project?*

- Maintenance help with move and placement of periodical shelving
- Purchase and install new computers as previously discussed with IT & Assoc. Provost.



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*How will you measure success?*

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- Once tasks are completed, new tasks and ideas develop.
- The library continues to change and evolve to meet the needs of students and faculty

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*What do you expect from these outcomes?*

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*What do you hope to achieve?*

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- Students utilizing new areas
- Better flow and allocation of space for student learning

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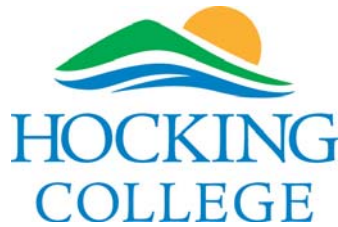
### *Conclusion*

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*Our Library is changing and evolving to meet the needs of students, faculty and staff. A group study room was created in the former Director's office, and has been used frequently since it has been available. 44 different groups reserved the room (most for 3 hour time periods) and has been used many other times by individuals and other groups who did not reserve the room. This number is likely to increase as evening hours are restored this Autumn. The furniture was rearranged slightly in the main area and quiet study area to attempt to make better use of the available space.*

*We were not able to purchase new computers this past year, and the process by which computers are replaced was changed by IT on an institutional level. Computer replacement is a priority, and we have been assured that any Library renovation will include new computers.*

*A Library renovation is being planned which will (possibly) radically change the layout of the Library. These plans are fluid and very much preliminary, but we are excited about the possibility of a more aesthetically pleasing library space that makes better use of the area and provides improved service to our users.*



## 2012-2013 Operational Plans Summary

**Department:** Academic Support - Main

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** • Joe Wakeman

**Project Begins:** Ongoing and will be measured again in July 31, 2013

**Project Completed:** Ongoing and will be measured again in July 31, 2013

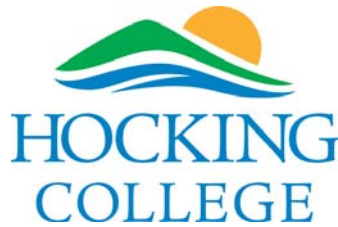
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*Project:*

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- Rewrite Academic Affairs Mission Statement.
- Assemble Curriculum Committee (CC) / Define process, rules and logistics of CC / Meet monthly.
- Design and complete Academic Affairs conference room in OAK 210.
- Provost pictures/wall of honor.
- Audit all courses in Colleague for corrections, substitutions and prerequisites.
- Enter all new certificates in Colleague.
- Review all degree curriculum in Colleague.
- Complete all TAG, OTM and C-TAG submissions.
- Establish New Program process.
- Review all Curricula for SL/CR courses.
- Review all Curricula for Capstone courses.
- Review all Curricula for Practicum/Internships.
- Review all Curricula for Job Search component.
- Establish an Academic Affairs policy manual.
- Significantly increase volume of blended online courses.
- Evaluate 4-day class week model.
- Build AS degree.
- Redesign CI form.
- Redesign Course Outline format and make it consistent.
- Evaluate University Center.
- Night owl classes



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*Steps to implement:*

---

- Ongoing and significant.
- 

*What Resources will you need to complete project?*

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- Joe Wakeman, AA staff, Academic Units, Oakley hall 210
- 

*How will you measure success?*

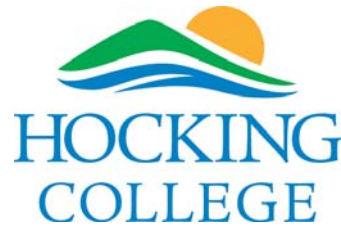
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- Midpoint Progress reports and summary report July 31, 2013 commenting on all above goals.
- 

*What do you expect from these outcomes? What do you hope to achieve?*

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- Established quality measures for all academics
- Professional AA office space
- Confidence that all curricula are accurate in our system
- Ensure all graduation requirements being met at their fullest extent with new semester curricula.
- Establish consistent academic rules.
- Blended courses will create financial, facilities and time efficiencies, but must be done in conjunction with academic excellence.
- Classes 4 days a week and 1 day for meetings and committees could improve communications and functionality.
- AS could add a new target market for us to grow enrollment.
- University partners are still valuable and in some cases necessary (NT). Attention here should result in higher retention and in some programs better initial enrollment.
- Offering classes at night would maximize our facilities and tap into a whole new target market.



---

*Conclusion*

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Academic Affairs (previously described as support) underwent significant changes last year as a result of the leadership change in the Office of the Provost. The 2011-2012 year included over half of the year without a Provost as our past provost had retired in December of 2011. Our current provost, Dr. Carl Bridges started in August of 2012. It took several months to get settled before a new leadership style took hold. Many of the initial goals set forth in this area of the plan either moved to other areas or evolved with new leadership. Nevertheless, much was also addressed.

The Curriculum Committee was fully established and implemented in October of 2012. It consists of 15 members, 10 of which are faculty with the other 5 being key academic administrators. The Associate Provost chairs the committee. This critical committee continues to function as a faculty driven academic oversight group representing the entire College. All new classes, programs and curricular changes must be proposed, presented, and ultimately voted on by the committee.

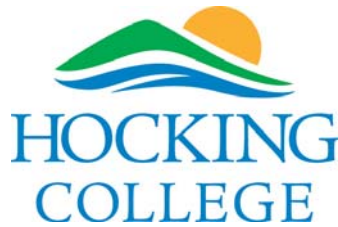
All courses, certificates and degrees have been through several review processes after the first year of semesters is complete. This is still ongoing.

All TAG, OTM and C-TAG required submissions to the Ohio Board of Regents have been completed with the exception of 4 classes that are still being urgently addressed.

Online education is being greatly expanded with the hiring of our new director in August of 2012. Plans to expand our online class inventory, fully online degrees, implementation of the Quality Matters standard, significant increases to blended learning opportunities and overall system improvements are all in full motion.

The AS degree is developed and currently being offered.

*Redesigned Course Inventory (CI) forms and a consistent course outline (syllabus) template with an institutional grade scale is near complete*



## 2012-2013 Operational Plans Summary

**Department:** Academic Support: Perkins - Linda Howard, Coordinator

**Supervisor:** Joe Wakeman

**Person Responsible for Project:**

1. The coordinator of the Perkins grant and the Perkins steering committee are responsible for monitoring the progress of all activities and expenditures.
2. The SCTAC operates as liaison between OBR/ODE and Hocking College; the Provost and VP of Fiscal Operations are responsible for entering into any financial agreements or contracts.
3. The TAG, OTM and CTAG committee is entrusted to oversee the process of completing and submitting all required transfer assurance guides; department deans and faculty are responsible for composing/completing the guides.
4. The Perkins coordinator and We Are STEM planning committee are responsible for designing and implementing the campus events; the Perkins coordinator reviews and purchases all materials and supplies for the events/sessions.

**Project Begins:**

1. July 1, 2012 – June 30, 2013.
2. July 1, 2012 – June 30, 2013.
3. Ongoing.
4. September 2012 – March 2013.

**Project Completed:**

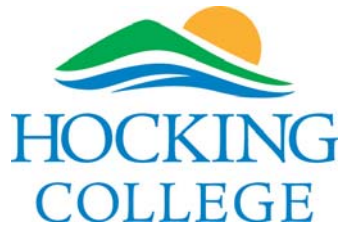
1. July 1, 2012 – June 30, 2013.
2. July 1, 2012 – June 30, 2013.
3. Ongoing.
4. September 2012 – March 2013.

---

*Project:*

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1. Oversee the development and implementation of the 2-Year Perkins Plan.
2. Participate in the Ohio Board of Regents (OBR) and Ohio Department of Education's (ODE) Secondary Career-Technical Alignment Initiative (SCTAI).
3. Assist in the coordination of Career-Technical Assurance Guides (CTAGs) at Hocking College.
4. Design and implement OBR/ODE sponsored We Are STEM events on campus.



---

*Steps to implement:*

---

1. Perkins Plan

- Create the FY13 Perkins implementation plan using the online Comprehensive Continuous Improvement Plan (CCIP) system.
- Monitor implementation of the plan.
- Develop and manage the budget and all expenditures in line with state and federal guidelines.
- Complete budget revisions as needed and the final expense report.
- Negotiate with OBR staff to establish acceptable performance measure goals/outcomes.
- Participate as scheduled in the Perkins assessment process to include an onsite evaluation/appraisal of Hocking College in FY13.
- Prepare materials, etc., for onsite state evaluation.
- Attend state coordinator meetings as requested.

2. Secondary Career-Technical Alignment Initiative

- Serve as the Secondary Career-Technical Alignment Coordinator (SCTAC) for Hocking College.
- Work cooperatively with OBR and ODE to assist the state in CTAG expansion.
- Enlist the support of department deans to nominate faculty to serve as subject matter experts on state panels.
- Complete state reports/evaluations.
- Attend state meetings, webinars and provide reports as requested.

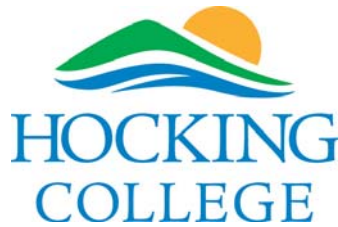
3. TAGs

- Assist the Transfer Assurance Guides' committee in the local development and updating of TAGs, OTMs and CTAGs at Hocking College in accordance with OBR/ODE directives.

4. We Are STEM

- Write and administer approved ODE grant to introduce high school students to STEM careers through hands-on activity days on the college campus.
- Manage the grant budget, all expenditures, budget revisions and final reports.
- Work by committee to plan/organize all aspects of the event.
- Recruit Hocking College faculty and students to contribute as presenters, guides, etc.
- Recruit local business representatives to serve as mentors.
- Work closely with area high schools to nominate students eligible to attend and participate in STEM events.
- Evaluate events using pre and post tests provided by ODE.





---

*What Resources will you need to complete project?*

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1. Resources include: OBR/ODE staff, state and local Perkins Steering Committees, Success Coordinators, Access Center staff, Financial Aid and Admissions counselors, and other college departments and personnel; grant funds support staff and activities.
2. Resources include: OBR staff, SCTAC/liaison, Hocking College department Deans and faculty; OBR provides contracts/funds to offset expenses.
3. Resources include: OBR staff support, Academic Affairs staff, college deans/faculty and oversight committee.
4. Resources include: Perkins coordinator, STEM planning committee, Hocking College administrators, faculty, admissions staff and students; high school counselors and administrators and business representatives; college provides venue; ODE grant funds activities; Academic Affairs funds cuisine for events.

---

*How will you measure success?*

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1. Outcome assessment based on state-generated performance measures report.
2. Number of meetings/webinars attended; number of faculty who participate on state panels for curriculum development.
3. Number of TAGs, OTMs and CTAGs completed and approved by OBR.
4. Number of high schools and students participating; pre/post test results.

---

*What do you expect from these outcomes? What do you hope to achieve?*

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1. Performance measures will be met at 90% level or above.
2. Hocking College will be represented on state panels.
3. All mandated TAGs, OTMs and CTAGs will be approved by OBR, and transferring/incoming students will receive college credit.
4. At least 6 high schools will participate; evaluations will demonstrate positive results.



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*Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

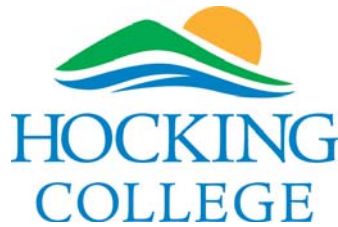
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The director completed, revised, implemented and reviewed the Two-Year Perkins Plan including overseeing the budget and completing all reports required by the Ohio Board of Regents (OBR) utilizing the Comprehensive Continuous Improvement Plan system. In the past year's Perkins report, Hocking College fell short on two performance measures, Technical Skill Attainment and Credential, Certificate or Degree. As a result of the failed measures, the director prepared the required Performance Improvement Plan to document strategies the college will implement intended to improve performance on the measures.

Hocking College was also monitored by OBR in FY13 with a preliminary report, site visit and evaluation of processes and compliance with all Perkins regulations and guidelines. The director prepared the self-assessment report with input from Hocking College staff, organized the required document library and conducted the site evaluation visit with OBR personnel. The college passed the site visit and evaluation in all categories.

The Perkins director attended all requested state meetings/workshops and also represented the college as the coordinator of the Secondary Career Technical Alignment Initiative, served on the Hocking College Technical Assurance Guide Committee and planned and implemented the We Are STEM Day for 9<sup>th</sup> grade girls on the Logan Campus.

In addition to providing funds for professional development and the purchase of materials and equipment, a revision to the Perkins FY13 plan allowed for the awarding of 35 mini-grants. Approximately \$160,000 was awarded across college departments to provide grants for supplemental materials and equipment designed to enhance student learning.



## 2012-2013 Operational Plans Summary

**Department:** Academic Support - Post Secondary Education Options (PSEO)

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** • Mindy Roggow

**Project Begins:** Ongoing each semester

**Project Completed:** Develop and maintain semester reports and end of the year reports.

---

*Project:*

- Maintain complete and accurate records for the department and the Ohio Department of Education reporting.
- Provide better communication to Columbus City Schools with the loss of our liaison; Phyllis Sherman.
- Maintain communication with local school guidance counselors and school officials.

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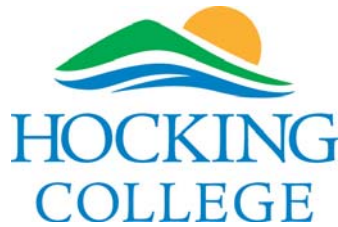
*Steps to implement:*

- Scheduling students in a timely manner in keeping with the college calendar deadlines
- Keep lines of communication open between students, schools, teachers, and parents.
- Maintain ongoing documentation for each student while participating in PSEO and keep files for two academic years after graduation.

---

*What Resources will you need to complete project?*

---



- Academic Affairs staff, website, Moodle, email, phone contact, face to face contact, HS guidance counselors and/or teachers, Krista Moore for billing, financial aid, and Bookstore staff

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*How will you measure success?*

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- Documentation- state report each semester and yearly.
- Semester reports to the Associate Provost.

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*What do you expect from these outcomes? What do you hope to achieve?*

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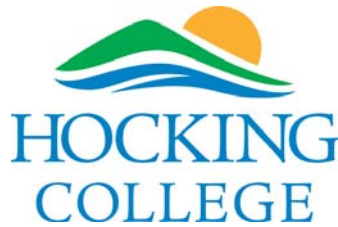
- More students enrolling in courses
- Students preparedness for college level work
- Meeting registration deadlines and student starting classes on time.

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*Conclusion*

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No changes to the ongoing PSEO reporting process have occurred in the last year. All required reports have been submitted on time and to expectations. Year totals include 206 students took that courses last year in the post-secondary format with Hocking College. These students yielded a total of 1310 credits. Of the 206 students, 166 were from the Columbus city schools. The Columbus students take courses exclusively in an online format at full tuition price. These students essentially add enrollment volume to the College while also expanding visibility for Hocking in central Ohio. It also creates a beneficial opportunity for the students. The remaining 40 students taking PSEO classes were from our local vicinity. Of this population, 31 graduated from high school. Out of the 31, 9 are scheduled for summer or autumn classes at Hocking College and 8 more have active applications. This population functions more as a direct enrollment feed and we hope to expand the effort. This work includes 22 Ohio high school partners.



## 2012-2013 Operational Plans Summary

**Department:** Academic Support - Technical Services

**Supervisor:** Joe Wakeman

**Person Responsible for Project:** • Todd Whited, Robert Peoples, Ralph Berry and Don Shafer. These individuals' participation levels depend on the task(s) involved.

**Project Begins:** • Beginning Summer 2012

**Project Completed:** • End of Spring 2013

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### *Projects*

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- Completion of classroom multi-media installations.
- Upgrade older installs to current standards.
- Develop more innovative and user friendly multi-media systems for faculty.
- Distance learning classroom additions and upgrades where needed.
- Keep the customer (faculty) satisfied. Make their job easier.
- Remind C.B. that I know who Don Cornelius is.

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### *Steps to implement:*

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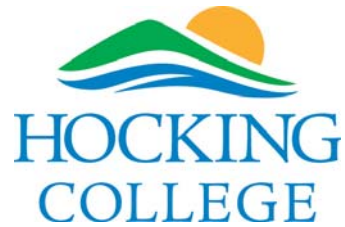
- Equipment research.
- Gather user feedback to taper system capabilities to user needs.
- Obtain funding for said projects.

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### *What Resources will you need to complete project?*

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- College academic department funds
- Classroom space
- Any available real estate that has a need



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*How will you measure success?*

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- Post installation testing of any installed system to our (and the end user's) satisfaction.

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*What do you expect from these outcomes? What do you hope to achieve?*

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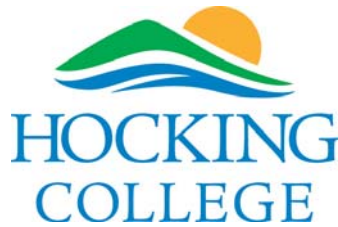
- Putting all the tools reasonably available at the hands of the instructor.
- Enhance the learning experience for the student.
- If you do a good job, people will come back for more.

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### *Conclusion*

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The technical services division continued to do an exemplary job of supporting the technical needs of instruction at the College. They completed major media installations at our new Logan campus, new conference rooms in our administrative areas and classroom presentation equipment in our PSS building. They also maintain to evolve our technology usage as the budget allows. This unit has been combined with our IT department as of the end of the academic year.



## 2012-2013 Operational Plans Summary

**Department:** Tech Prep

**Supervisor:** Linda Howard

**Person Responsible for Project:** 1. The Director of Tech Prep and the Superintendent of Tri-County Career Center are responsible for overseeing the completion of all POS and the conversion of all career-technical programs to meet Tech Prep standards.

**Project Begins:** 1. July 1, 2012

**Project Completed:** 1. June 30 2013

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*Project:*

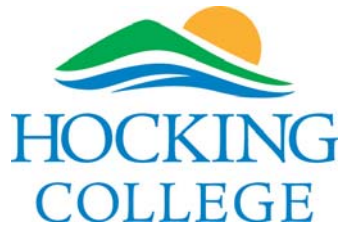
1. Complete all Programs of Study (POS) for career-technical programs in the three-county region (Athens, Hocking and Perry).

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*Steps to implement:*

1. POS Completion

- Work with administrators to create a timetable for converting all remaining career-technical programs to Tech Prep by the end of FY13.
- Bring teachers and faculty together to create articulation agreements for each program/POS.
- Update current articulation agreements based on curricular changes resulting from the move from quarters to semesters at Hocking College.
- Complete POS postsecondary curriculum sheets for all Hocking College programs.
- Work with administrators, teachers, faculty members, Regional Tech Prep Centers and state representatives to correctly complete and submit POS forms to the Ohio Department of Education (ODE) for approval.
- Construct and manage the grant budget and complete all reports for the Southeast Regional Tech Prep Center at Washington State Community College.



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*What Resources will you need to complete project?*

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1. Resources include: ODE and OBR staff, regional and local Tech Prep Directors, high school and college administrators, faculty and teachers; Ohio Tech Prep grant funds support staff and activities.

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*How will you measure success?*

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1. The number of POS completed and submitted in FY13.

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*What do you expect from these outcomes? What do you hope to achieve?*

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1. All POS will be completed and submitted to ODE for approval prior to July 1, 2013.

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### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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As mandated by the Ohio Department of Education, all Programs of Study (POS) and articulation agreements were completed and/or updated for all career technical programs in the three-county region served by Tri-County Career Center and Hocking College operating under the guidance of the local director and the Southeast Tech Prep Regional Center at Washington State Community College (WSCC). This included the creation of 11 new POS with Hocking College, eight new POS with other colleges (Rio Grande, WSCC and the University of NW Ohio) and the updating of an additional ten articulation agreements with Hocking College. In addition to the oversight of the Tech Prep Director, Hocking College faculty and administrators worked with high school teachers to review curricula and to create or update articulation agreements.





The director attended state and national conferences/workshops and completed all required reports for the SE Tech Prep Regional Center and the Ohio Department of Education including budgetary and progress reports.



## 2012-2013 Operational Plans Summary

**Department:** Tech Prep

**Supervisor:** Linda Howard

**Person Responsible for Project:** 2.Tri-County Career Center math instructor, Luke McElfresh, and Hocking College IT representative, Todd Whited, designed and will implement the pilot project in FY13 under the supervision of the Tech Prep Director.

**Project Begins:** 2. September 1, 2012

**Project Completed:** 2. May 30, 2013

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*Project:*

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2.Initiate a Math Pilot Project at Tri-County Career Center designed to improve students' math skills and reduce remediation rates.

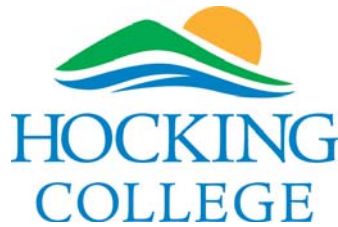
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*Steps to implement:*

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2. Math Pilot Project

- Oversee the design and implementation of a math remediation pilot project at Tri-County Career Center that integrates technology into the learning environment.
- Meet with the participating math teacher and Hocking College IT representative to monitor the project plan and progress.
- Provide resources as needed to execute project goals and outcomes.
- Review the plan and supervise staff throughout the pilot project.
- Assess and report results at the end of the project..



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*What Resources will you need to complete project?*

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2. Resources include: Tech Prep Director, high school and college instructors, staff and administrators; grant funds support stipends, supplies and equipment for project.

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*How will you measure success?*

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2. The measure of success/improvement in math skills based on comparison of pre/post test scores and Accuplacer results for college placement.

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*What do you expect from these outcomes? What do you hope to achieve?*

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2. A majority of students will demonstrate improvement in math skills and test college ready by the end of the pilot project.

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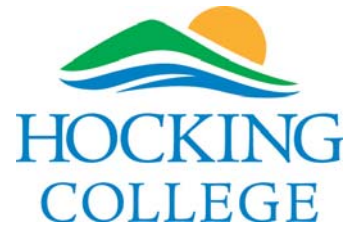
### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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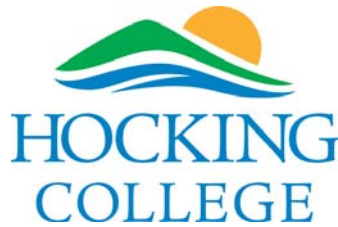
Fiscal year 2013 served as the implementation phase of the Tech Prep math pilot project at Tri-County Career Center. As part of the cooperative project, Todd Whited, Hocking College, provided technical support to Luke McElfresh, math instructor at Tri-County Career Center. The director met with both participants to establish strategies and procedures for the project and to monitor progress.

The overall goal of the project was to impact and improve learning through enhanced math instruction incorporating the use of technology in the classroom. The instructors reviewed and evaluated applications for iPads to be used as hands-on learning tools in high school math education. Twenty-six juniors and seniors were enrolled in the math class. The instructor reported that students were more engaged using the iPads in the



classroom. Student scores on average improved more than 30% or 11 points as evaluated on pre-post tests. Only 3 students showed no improvement with six testing nonremedial in math for Hocking College based on the Acuplacer placement test.

Grant funds supported the purchase of iPads and iPad applications for the pilot project.



## 2012-2013 Operational Plans Summary

**Department:** Television Studio

**Supervisor:** Todd Whited

**Person Responsible for Project:** Television Studio personnel in conjunction with Tech Services, Library personnel, Directors of Staff and Professional Development, Director of Online Learning, and CTO/CIO

**Project Begins:** 06/18/12

**Project Completed:** 05/01/13

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### *Project:*

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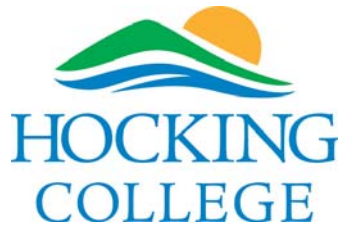
Replace microphones in VC (videoconferencing) rooms (Oak 202, 208).  
Install instructor camera in Perry 114.  
Create plan and budget for VC equipment cycling (replacement).  
Explore possibility of push-button switching in VC rooms.  
Expand VC to Logan campus if requested by administration.  
Expand employee development opportunities with regards to technology.  
Assist in the expansion of Online Learning.  
Increase the types of services offered through the television studio.

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### *Steps to implement:*

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Purchase materials and fabricate ceiling microphones in-house to reduce cost of pre-fabricated microphone purchase.  
Ensure that an equipment cycling budget has been put in place.  
Research newer VC equipment to ensure compatibility with existing legacy system.  
Install learning lab in JL342.  
Offer technology workshops on a regular basis.  
Work toward Google Apps for Education certification  
Involvement in Online Learning committee, Quality Matters  
Establish "equipment loan" procedure for faculty to explore and create multimedia offerings for online and f2f instruction.



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*What Resources will you need to complete project?*

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Television Studio, Tech Services, and Library personnel  
Approx. \$1500 for microphones and materials  
Approx. \$300 for Parallax microprocessors for pushbutton switchers  
Approx. \$10k for additional VC codec if required at Logan campus

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*How will you measure success?*

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Funds are made available to purchase/fabricate equipment and equipment is installed.  
Employee development occurs regularly and is well received.  
Google Apps for Education certification is obtained.  
Number of online course offerings increases along with quality of course content.

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*What do you expect from these outcomes? What do you hope to achieve?*

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Faculty and students notice improved communication between VC rooms.  
Budget is established allowing the acquisition of equipment in the future.  
Minimal “downtime” in VC rooms  
Increased use of varying technologies among faculty in online and f2f courses.  
A decrease in “push-back” from employees when new technologies are adopted.  
Employees begin to explore and adopt technologies on their own to improve workplace efficiency.

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*Conclusion*

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Microphones were replaced in VC (videoconferencing) rooms (Oak 202, 208). An instructor camera was installed in Perry 114. A plan and budget for VC equipment cycling (replacement) was proposed to the Budget Advisory committee (BAC) and is pending approval. Expanding employee development opportunities with regards to technology continues as resources allow.

The expansion of Online Learning has been a considerable investment of time, particularly with Todd Whited. He has been intergrally involved with our online dircetor and contines to assist with instructional design and technology help.



## 2012-2013 Operational Plans Summary

**Department:** Counseling Center (1 of 4)

**Supervisor:** Roger Buck

**Person Responsible for Project:**

Counseling Center Director – program development and implementation

Counseling Center Staff – program implementation

OU Interns – program implementation – supportive role

**Project Begins:**

Opening month of each term

**Project Completed:**

Opening month of each term

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*Project:*

Increase military and Veteran participation in activities, supports and groups that will be created in response to needs assessments.

Paper survey was conducted in 2009 with only 18 respondents answering paper questionnaires.

New survey conducted January 2012 using survey monkey with 40 respondents

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*Steps to implement:*

Survey conducted in January results:

Average years of military service 10.4 years

Average years of active military service 7.09 years

Average years served in military reserves: 3.3 years

Counseling Center services interested in by priority:

Individual counseling

Veteran led counseling activities

Group counseling

Peer support or counseling

Couples counseling

Family counseling



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*What Resources will you need to complete project?*

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Counseling Center Director, staff , interns located at JL256

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*How will you measure success?*

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Tracking number of veterans, military reservists and family members in the SVA activities; veterans that seek VSOC services; number of veterans participating in various projects and fund raisers; specific Veteran Task Force accomplishments.

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*What do you expect from these outcomes? What do you hope to achieve?*

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There will be approximately 60 military veterans, family members participating in the various Hocking College activities, fund raisers and program initiatives

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### *Conclusion*

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Student Veterans of America (SVA) Hocking College Chapter has increased in membership to approximately 20 military veterans and 5 spouses/significant other. Six veterans participated in a 4 hour in-depth interview process (total: 24 hours) with counselor intern gathering information for needs assessment and outreach strategies development. Counseling center staff created a brochure advertising specific “trauma informed” services available to active duty military, military reservists, and military veterans. Director of the Counseling Center is the staff liaison for the SVA Chapter. Members of the SVA Chapter participated in the re-dedication of the Curtis “Moose” Oakes memorial and gardens with Counseling Center Director being Master of Ceremonies. The Hocking College newspaper “Verbatim” reported various activities in support of the veteran’s memorial and garden. Attending various outreach activities sponsored by the Veterans Administration in Chillicothe Ohio. Established and dedicated the Veteran’s Services Office with student VA workers staffing the office in cooperation





with SVA members. Director provided staff and faculty training on PTSD and relationship to veterans and their transition from military to college culture. He also provides nationwide WEBINAR training on transition issues and environmental triggers that may sabotage academic success of those veterans transitioning to college, who have been deployed to a war zone. Director has held various social events at his farm for SVA members such as pot luck dinner, camp out, fishing and social interaction. “Trauma Informed” education is being provided to the campus and as a result individuals with traumatic histories are seeking support through counseling. This includes military veterans, military reservists and active military veteran’s family members. Aggregate data indicates the number two reason for individuals seeking mental health and counseling services at the counseling center is for trauma related experiences. Because of the symptoms of PTSD (isolation, lack of trust, etc.) many veterans do not participate in social activities even if it is peer group related. Our “hidden heroes (women veterans)” are often even more reluctant to participate in campus activities due to the sense of betrayal many of them feel, due to military sexual trauma (MST) experiences. Some women have reported they do not want to associate with military veterans because of their experiences in a war zone or even in “safe” environments such as a military base in the United States. Some women choose to “not” be identified as military veterans and want to work toward their educational goals without interaction with male military veterans. New strategies will need to be pursued in order to provide appropriate supports for this population of veteran. We have hired a VA representative for the veterans’ office who is female and reports significant knowledge about discrimination and MST while in the military.



## 2012-2013 Operational Plans Summary

**Department:** Counseling Center (2 of 4)

**Supervisor:** Roger Buck

**Person Responsible for Project:**

Counseling Center Director – program development and implementation

Counseling Center Staff – program implementation

- OU Interns – program implementation – supportive role

**Project Begins:**

- First month of each term and throughout the term.

**Project Completed:**

- First month of each term and throughout the term.

---

*Project:*

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- Strategy to support crisis victims is weekly attendance at Behavior Intervention Team (BIT) and Maxient reporting system follow-up;
- Collaboration and coordination with community resources for students in need of higher level of care;
- Advertise services through formal presentations, brochure development, and crisis response activities.

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*Steps to implement:*

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- Develop six additional brochures that are issue-specific that are distributed around campus;
- RSM & CSO multiple trainings during Autumn 2012;
- All faculty and staff trauma training August 2012;
- Suicide prevention trainings for interns;
- Suicide Assist Training for clinical staff;
- Increase in number of full time staff;
- Ohio University internships expanded to 5 counselor education interns.



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*What Resources will you need to complete project?*

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- Counseling Center Director, Staff, Interns JL256
- 

*How will you measure success?*

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- Review of all Maxient System reports and follow-up with BIT Director will be confirmed.
  - Crisis individuals will be supported and receive appropriate level of care utilizing campus and community resources at 100%..
- 

*What do you expect from these outcomes? What do you hope to achieve?*

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- Safe and Secure campus with all crisis events defused in a successful manner.
- 

### *Conclusion*

*Please write a conclusion to the results of your project. Include all relevant data to support your conclusions.*

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The goal of creating a safe and secure campus by providing quick and appropriate crisis intervention responses is being realized as evidenced by the close monitoring of the Maxient system of communication and responses. During Spring 2013 there were 35 hours of crisis intervention responses provided by the Counseling Center staff. With 5 Counselor interns there was a massive effort to outreach students, faculty and staff in order to ensure all parts of the campus were informed of the various services provided such as crisis services. There were a total of 445 hours of outreach provided. This consisted of campus wide outreach activities such as program presentations, classroom teaching, brochure development and distribution, and RSM and CSO development trainings. There were 43 hours of consultation provided which consisted of faculty, staff, student referral and support activities so that significant front line campus personnel and



students were knowledgeable about how to access crisis services provided by the counseling center. Staff development was provided through Suicide Prevention trainings held on campus and also in the community. Several members of faculty and staff have received advanced training in suicide prevention. There were over 139 hours of supervision provided to intern students and staff alike.



## 2012-2013 Operational Plans Summary

**Department:** Counseling Center (3 of 4)

**Supervisor:** Roger Buck

**Person Responsible for Project:**

Counseling Center Director and Choices Program Director – program development and implementation

Counseling Center Staff – program implementation

- OU Interns – program implementation – supportive role

**Project Begins:**

- First month of each term

**Project Completed:**

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*Project:*

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- Facilitate space acquisition and moving of Dr. Guy Taylor and the Choices program to adjacent office spaces, Fall 2011;
- Student employee of Veterans Services Outreach Center (VSOC) position moved to support receptionist needs for Choices program.

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*Steps to implement:*

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Collaborate and coordinate services delivery for dual purpose counseling of alcohol and drug and mental health or dual diagnosis clients.

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*What Resources will you need to complete project?*

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Counseling Center Director and Choices Program Director – JL256 and JL251



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*How will you measure success?*

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- Tracking of shared clients and dual diagnosis individuals will be developed – success is determined by interaction and transfer between the two Directors.

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*What do you expect from these outcomes? What do you hope to achieve?*

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- Improved services for students as evidenced by collaborative transfer of students to appropriate type and level of care

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*Conclusion*

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The goal of a merger of Choices program with the counseling center is being revisited and restructured. It became apparent as plans to merge these services were being studied that there was no comprehensive plan to meet the CAS standards for campus alcohol and drug programming. The goal is nearly the same however the language needs to change to reflect the true intent of this merger idea. What needs to occur is total inclusion of CAS standards in a program that meets the seven objectives of a comprehensive campus wide alcohol and drug program. This Director attended a conference in which the model of a “recovery college campus” was presented. There is opportunity for grant funding from the Stacie Matthewson foundation in the amount of \$10,000 as start up funding for development of a Recovery College Campus which we are applying. This model will meet the CAS standards recommended for an alcohol and drug program on college campuses. Timeline for submission of this grant is by October 31, 2013. We are beginning the development of this model, even before the grant is requested, with the help of an Ohio University Masters level Social Worker intern.



## 2012-2013 Operational Plans Summary

**Department:** Counseling Center (4 of 4)

**Supervisor:** Roger Buck

**Person Responsible for Project:**

- Director of Counseling Center
- Counseling Center Staff
- Counseling Interns – supportive role

**Project Begins:**

- The first month of each term and continuously throughout the term

**Project Completed:**

- The first month of each term and continuously throughout the term
- 

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*Project:*

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- Prepared a trend analysis that reviewed productivity levels as a needs assessment indicator with result of consistent increase in demand for counseling services and productivity for the two employed counselors over a three year period prompting the request for a counselor new hire authorization;
- Prepared review of counseling center services, goals and outcomes, October 2011, that included matrix identifying seven outcomes for the remainder of 2011 and projection for 2012;
- Participated in smart start programs with OU intern;
- RSM & CSO trainings and periodic update and support meetings;
- Director participated in NSSR panel presentations spring, summer and fall 2012;
- Six new brochures created on various topics and circulated around campus;
- Update website;
- Expanded bulletin boards adjacent to counseling center and Choices program;
- Created and using client satisfaction forms.



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*Steps to implement:*

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- Develop six additional brochures that are issue specific that are distributed around campus;
- RSM & CSO multiple trainings during Autumn 2012;
- All faculty and staff trauma training August 2012;
- Suicide prevention trainings for interns;
- Suicide Assist Training for clinical staff;
- Increase in number of full time staff;
- Ohio University internships expanded to 5 counselor education interns.

---

*What Resources will you need to complete project?*

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- Director of Counseling Center, Staff, Interns JL256

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*How will you measure success?*

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- Various measures are being explored such as increased GPA, increased retention of students seeking counseling services, reduction in number of crisis events on campus.
- Base-line data and tracking procedures are being considered and will be developed over the course of the Autumn term.
- Client/student satisfaction questionnaires are being used and the goals is 90% of all clients will report “excellent” services being provided by the counseling center.

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*What do you expect from these outcomes? What do you hope to achieve?*

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- There will be an increase in satisfaction with services, more students will be requesting services because outreach activities have made it “acceptable” (reduced stigma) to seek counseling services, and support and counseling groups will be formed and attended around campus.





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### *Conclusion*

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The Spring 2013 semester “counseling center summary” of activities and services provided significant evidence that the counseling center staff are continuing to reach out and provide services for many more students than ever previously identified. Direct service, supervision and planning/consultation hours provided during the semester reached an all time high of 1,199.45 hours. Direct service counseling hours provided by five Ohio University Interns was 269.1 hours and three full time staff recorded 363 direct service hours during the semester for a total of 632.1. The case load number “estimates” are 516 total students seen during the semester for formal assessment, crisis intervention, consultation or academic support. We were able to identify the number one reason for accessing counseling services was due to anxiety, the number two reason for seeking services was related to traumatic life experiences. Depression was the number three reason for seeking services while family issues and relationship concerns were the fourth and fifth reasons for seeking help. Our four client population types identified were traditional students (18 – 24 age)(313), non-traditional students(128), international students (30) and military veteran students (49). We had 83 new client intakes during the semester and 433 returning client visits. Our ratio of male to female clients was 318 female and 196 male client visits to the counseling center. Referrals came primarily from self referral (432), judicial referral (37), Crisis from police, faculty, staff or other (35), alcohol and drug referrals (12), and other sources (3). Students attending various departments that sought counseling center support were: ABIT (137), Natural Resources (102), Nursing (73), Allied Health (44), Hospitality (33), Short Term Certificates (33), Public Safety (22), Engineering and Technology (14). This data shows that all areas of the campus are utilizing counseling center services and is an indicator that more outreach may be needed in the school of nursing and allied health. The large number of students in those programs plus the intensity and academic rigor of the programs might suggest more students, other than those already seeking services, might need to seek counseling center service.