



## BOARD OF TRUSTEES MEETING

Thursday, October 5, 2023

**Regular Meeting – 6:00 pm @ Canal Street / LS Building**

**5:30pm Committee Meetings**

**Virtual / Hybrid Meeting**

- **Call to Order (5 min)** Chairman Mitchell
- **Roll Call** Mr. Powell
- **Approve Minutes from August 17, 2023** Chairman Mitchell
- **Election of Officers**
  - Chair
  - Vice-Chair
  - Treasurer
  - Secretary
- **Executive Session (15 min)** Chairman Mitchell
- **President's Report (15 min)** Dr. Young
  - President's Report
  - 2024 Calendar HC BOT Meetings
  - Motion to Approve Policy on Directory Information
  - Motion to Accept Annual Review & Update to Board Governance Policies
- **Academic Affairs Report (5 min)** Trustees Ben Mitchell / Bailey Venzin / Gerry Bird / Ms. Hagerott
  - Update from Vice President
- **Executive Vice President Report (5 min)** Dr. Jarrod Tudor
- **Community Relations and Student Experience Report (5 min)** Trustees Stuart Brooks / Leon Forte' / Hannah Guada
  - Update from Vice President
- **Finance and Personnel Report (5 min)** Trustees Jeanie Addington / Mr. Fuller
  - Update from Vice President / CFO / Treasurer
  - Motion to Approve Fiscal Year 2023 Efficiency Report
- **Facilities Committee Report (5 min)** Trustee Budzik / Dr. Young
  - Update on Projects
- **Chairman's Report (10 min)** Chairman Mitchell
- **New Business (5 min)** Chairman Mitchell
- **Adjournment** Chairman Mitchell
  - **Event Schedule**
    - Next Meeting – Combined with Foundation Board – December 7, 2023 at 6:00pm
    - Graduation – December 9 at 9:00am
    - College Closed for Holiday Break: December 18, 2023 – Reopen on January 2, 2024
    - Spring Classes Begin: Monday, January 8, 2024

### Our Mission

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

## **MINUTES**

## **HYBRID VIRTUAL MEETING**

**Date: August 17, 2023**

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The hybrid virtual meeting of the Hocking College Board of Trustees was held Thursday, August 17, 2023. Members either signed in on the provided link, or attended in person at The Lodge.

Administrators attending: Dr. Betty Young, President; Dr. Jarrod Tudor, Executive Vice President; Mr. Stephen Powell, Chief-of-Staff, Secretary to the Board; Ms. Jacqueline Hagerott, Vice President of Academic Affairs; Mr. Mark Fuller, Vice President, Chief Financial Officer / Treasurer; Ms. Hannah Guada, Vice President of Student Life; Mr. Joe Deer, CIO; Dr. Shah Hasan, Special Assistant to the President.

Additional attendees: Staff, Bargaining Units Representatives, and media (All Virtual)

### **CALL TO ORDER**

Ben Mitchell called the meeting to order at 6:02 pm

### **ROLL CALL**

Stephen Powell, Board Secretary, called the roll:

Board members present: Trustees Gerry Bird, Mike Budzik, Stuart Brooks, Leon Forte', Ben Mitchell, and Bailey Venzin.

Board members absent: Trustees Jeanie Addington, Mike Brooks.

Members present constitute quorum.

### **APPROVAL OF MINUTES**

Chairman Ben Mitchell asked if there were any changes to the minutes from the June 15, 2023 regular meeting. A motion was made by Trustee Gerry Bird and seconded by Trustee Leon Forte' to approve the June 15, 2023, Board of Trustees minutes. The motion was unanimously approved.

### **PRESIDENT'S REPORT**

Dr. Young gave the following report:

**TouchNet-** This is a replacement of CBORD system. New ID cards including meal plans, meal swipes, hawk bucks, and door control access for students into dorms.

**Great Minds Fellowship Grant-** The college received a grant for \$74,821.00 for eligible students who are entering the behavioral healthcare workforce in the next

one to two years and demonstrate a commitment to serving in community behavioral health centers.

**Wildfire Leadership Training-** A training session will be provided to staff and students as a "Mission Portrait" that will help students identify their values that lead to their personal vision & mission, creating that mission portrait. This will be used by Advisors to help keep students on track to completion.

**Slideshow-** A slideshow was presented related to technology advancement towards the A.I trends that will impact curriculum, jobs, and our future.

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**SUBJECT:**

Update Bylaws governing the Hocking College Board of Trustees

**BACKGROUND:**

The Board regularly reviews its bylaws and proposes changes to improve the operation of the Board.

**RECOMMENDATION:**

Approve updated Bylaws

**ORGANIZATIONAL/ADMINISTRATIVE IMPACT:**

Align Board Bylaws with new legislation and Board practices including Board Committee structure.

**FISCAL IMPACT:**

None

**COMMENTS:**

None

**MOTION:**

A motion was made by Trustee Bailey Venzin and seconded by Trustee Gerry Bird to approve the updated By-Laws. The motion was unanimously approved.

**ACADEMIC AFFAIRS REPORT:**

Ms. Hagerott gave the following report:

**SUBJECT:**

New academic degree and certificate(s) in Cosmetology

**BACKGROUND:**

Hocking College is committed to providing new degree and certificate opportunities aligned with industry demands and job outlook trends. The Ohio Department of Higher Education (ODHE) / Higher Learning Commission (HLC) grant final approval to offer a new degree/certificate after the Hocking College Board of Trustees authorizes the campus to submit a proposal for consideration.

With the Board of Trustees approval, the College may submit formal proposals for the following:

Cosmetology Degree and Certificate(s)

**RECOMMENDATION:**

The Hocking College Board of Trustees approve new degree and certificate(s) in Cosmetology.

**ORGANIZATIONAL/ADMINISTRATIVE IMPACT:**

The College will partner with the Artisan Cosmetology school to offer the degree and certificate(s).

**FISCAL IMPACT:**

There will be moderate fiscal impact in the initial states of program / degree development. Additional staff may be needed to fulfill the delivery of coursework, but after development is complete, the fiscal impact should be cost neutral due to anticipated increase in enrollment and the additional tuition and fees generated by this expanded programming.

**MOTION:**

A motion was made by Trustee Bailey Venzin and seconded by Trustee Stuart Brooks to approve Cosmetology Degree and Certificate(s). The motion was unanimously approved.

## **EXECUTIVE VICE PRESIDENT REPORT:**

Dr. Tudor gave the following report:

Workforce Updates:

**Fairfield County Workforce Center-** 4.5 million dollars granted to the Fairfield County Workforce Center in Lancaster.

**Manufacturing Day-** Magna Seating had 14 manufacturers to help develop a curriculum with Hocking College to help with student internships in their business.

**Foundation-** Working to raise \$500,000.00 within the next year. The foundation is also providing support to the new football field.

## **COMMUNITY RELATIONS AND STUDENT EXPERIENCE REPORT**

Ms. Guada gave the following report:

**Start Week-** Students moved back to campus last week with a total rate of 85% in occupancy rate.

**Commuter Orientation-** 76 students and families came to learn about various services that are available to new students on campus.

**Recruitment-** Admissions will be working with Academics to plan and recruit for this Autumn semester.

## **FINANCE AND PERSONNEL REPORT**

Trustee Ben Mitchell asked Mr. Mark Fuller to give the Finance and Personnel Report.

**FY23-** Books have been closed with the annual audit scheduled for November.

**Budget-** Maintained balance budget for FY23. This was the 4<sup>th</sup> year including the program model.

**Hocking College Financial Update  
FY2023 Through 6/30/2023**

**PRELIMINARY, UNAUDITED**

**BUDGET TO ACTUAL COMPARISON**

	<b>ANNUAL BUDGET (000'S)</b>	<b>YEAR TO DATE ACTUALS (000'S)</b>	<b>STATUS</b>
<b>REVENUE</b>	\$ 34,163	\$ 33,963	Preliminary, Unaudited
<b>EXPENSE</b>	\$ 34,163	\$ 33,953	Preliminary, Unaudited
<b>NET</b>	\$ 0	\$ 10	

**LIQUIDITY AND FUNDING FIGURES**

	<b>JUNE 2023 (000'S)</b>	<b>JUNE 2022 (000'S)</b>	<b>YTD NET CHANGE</b>
<b>OPERATING CASH</b>	\$ 6,892	\$ 7,618	\$ (726)
<b>RESERVES &amp; ENDOWMENTS</b>	\$ 3,409	\$ 4,019	\$ (610)
<b>CAPITAL FUNDS AVAILABLE</b>	\$ 3,838	\$ 6,873	\$ (3,035)

**Budget to Actuals Detail**

College operating and auxiliary revenues ended the year at \$34.0 million. Revenues were largely made up of Tuition & Fees (46%), SSI Funding (31%), Auxiliary Sources (20%) and Other Operating Income (3%).

Operating and auxiliary expenses ended the year at \$34.0 million. Expenses were largely made up of Salary & Benefits (44%), Auxiliary Expenses (16%), Textbooks & Course Materials (8%), Maintenance & Facility Upgrades (7%), and Utilities (4%).

The College will close the year with a surplus based on revenues outpacing expenses. The College made all budgeted reserve contributions.

**Liquidity Detail**

The College has a current operating cash balance of \$6.9 million or approximately 74 days of cash on hand. This is a decrease of \$0.7 million from the beginning of the fiscal year, driven largely by YoY timing differences of disbursements for Pell and Direct Loans. Operating cash is anticipated to increase in August and September as 2023AU receivables are collected.

Strategic reserves, fee reserves, and replacement reserves combine to total \$1.7 million. College Endowments equate to \$1.7 million, making the amount of reserves and endowments total \$3.4 million. Reserves and endowments are \$0.6 million lower than the prior year based on strategic reserves expended on capital projects. The College continues to contribute monthly to strategic reserves to help replenish reserve levels.

## **FACILITIES COMMITTEE REPORT –**

Dr. Young provided updates to current projects taking place on campus.

## **CHAIRMAN'S REPORT**

Mike Brooks- Trustee Emeritus

### **SUBJECT:**

Recognition of contributions made by Mike Brooks, Trustee Emeritus to Hocking College.

### **BACKGROUND:**

Mike Brooks began as a Trustee at Hocking College in 2011. Hocking College has successfully completed many projects, goals, and milestones due to Mike's dedication and commitment to the Institution over the last 12 years.

### **RECOMMENDATION:**

Board of Trustees pass a resolution to recognize the contributions made by Mike Brooks to Hocking College.

### **ORGANIZATIONAL/ADMINISTRATIVE IMPACT:**

Recognition of the value and dedication of Hocking College employees, has a positive impact for student experience, and creates a foundation to create new talent.

### **FISCAL IMPACT:**

N/A

WHEREAS, the Board of Trustees of Hocking Technical College, to recognize Mike Brooks for his contributions to Hocking College and

WHEREAS, Mike Brooks has served as a Trustee for Hocking College since 2011 and

WHEREAS, Mike Brooks has been a leader in the Nelsonville Community, successful Business man, and Supporter of Hocking College Students, Faculty, and Staff.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Hocking Technical College pass a resolution to name Mike Brooks as a Trustee Emeritus on this Seventeenth day of August, 2023.

**MOTION:**

A motion was made by Trustee Mike Budzik and seconded by Trustee Stuart Brooks to approve Trustee Mike Brooks as Trustee Emeritus. The motion was unanimously approved.

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**NEW BUSINESS**

None

**NEXT MEETING** – The next meeting of the Board of Trustees is scheduled for October 5, 2023. Subcommittees will begin at 5:30 pm with the Board meeting starting at 6:00 pm at The Lodge.

**ADJOURNMENT**

There being no further business to conduct, a motion was made to adjourn by Trustee Stuart Brooks and seconded by Trustee Leon Forte'. The motion was approved. The Board adjourned at 7:20 pm.

  
Ben Mitchell, Chair  
Stephen Powell, Board Secretary





### **Board of Trustees 2024 Meeting Dates**

- Thursday, February 22, 2024
- Thursday, April 25, 2024
- Thursday, June 20, 2024
- Thursday, August 15, 2024
- Thursday, October 17, 2024
- Thursday, December 5, 2024

***\*Dates are subject to change due to scheduling conflicts!***

### **2024 Conference Dates and Locations**

- Ohio Association of Community Colleges (OACC)  
**June 6, 2024**
- Association of Community College Trustees (ACCT)  
**October 23-26, 2024 / Seattle, Washington**



**Hocking College  
Board of Trustees Action**

**Date:** October 5, 2023  
**Submitted by:** Dr. Betty Young

**SUBJECT:**

Directory Information Policy

**BACKGROUND:**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records. Pursuant to O.R.C. 149.43 Ohio Public Records Act and FERPA, directory information may be released without consent of the student unless the student has requested in writing that directory information not be disclosed. If a student wishes to have directory information withheld, a completed form must be on file in the Office of the Registrar prior to the start of the most recent academic term.

**RECOMMENDATION:**

The Board of Trustees to Approve the Directory Information Policy.

**ORGANIZATIONAL/ADMINISTRATIVE IMPACT:**

To protect the privacy and ensure safety of students and in accordance with Federal and State law, Hocking College has designated the following student information as public (directory) information:

- Student Name
- Hocking College Email Address

**FISCAL IMPACT:**

No impact.

**COMMENTS:**

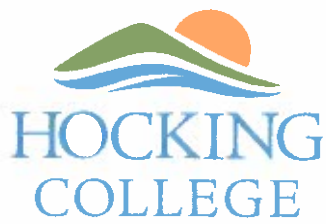
None



Motion to Approve Directory Information Policy.

Adopted: 10/05/2023

Approved:   
Ben Mitchell, Chairman



**Policy Category:** Administrative Services – Registrar's Office

**Policy Number:** 63.002

**Policy Issued:** 8/3/2011

**Policy Revised:** 10/12/2012, 10/06/2023

**Policy Reviewed:** 10/06/2023

**Policy Title:** Directory Information

**Policy Board Approved:**

**Policy Statement:**

The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records. Pursuant to O.R.C. 149.43 Ohio Public Records Act and FERPA, directory information may be released without consent of the student unless the student has requested in writing that directory information not be disclosed. If a student wishes to have directory information withheld, a completed form must be on file in the Office of the Registrar prior to the start of the most recent academic term.

Pursuant to federal law, post-secondary institutions designate what they will unilaterally release as directory information. To protect the privacy and ensure safety of students and in accordance with Federal and State law, Hocking College has designated the following student information as public (directory) information:

- Student Name
- Hocking College Email Address



**Hocking College  
Board of Trustees Action**

**Date:** October 5, 2023

**Submitted by:** Dr. Betty Young

**SUBJECT:**

Board Governance Policies

**BACKGROUND:**

As a best practice the College reviews Board Governance Policies to assure compliance with State and Federal Laws, and alignment with accreditation requirements and any and all other College requirements.

**RECOMMENDATION:**

Recommend approval of the reviewed Board Governance Policy Revisions and Updates.

**ORGANIZATIONAL/ADMINISTRATIVE IMPACT**

None

**FISCAL IMPACT**

No direct fiscal impact.

**COMMENTS**



Motion to approve the revised and updated Board Governance Policies.

Adopted: 10/5/2023

Approved:   
Ben Mitchell, Chairman



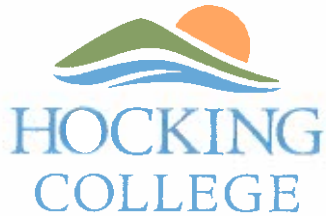
# HOCKING COLLEGE

## **Policy Manual Board Governance**

## Board Governance Policy Index

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**Policy Category:** Board Governance Policy

**Policy Number:** 1.0

**Policy Issued:** February 9, 2016

**Policy Title:** Board Policy Governance

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

The Hocking College Board of Trustees operates under Policy Governance and conduct business in accordance with the By-Laws of the Board, local, state, and federal laws and regulations. The official title of the governing body of Hocking Technical College (the "College") is the Board of Trustees of Hocking College (the "Board"). The Board constitutes a body corporate and has the exclusive power, consistent with state and federal trust law, to govern and oversee the leadership and management of the programs offered by the College. All authority not vested by the laws of the state, the accreditation commission, and the U.S. Department of Education, or other accrediting entities is reserved to the Board. The Board, in its efforts to represent the community it serves, governs the College through the administration, to promote education for the benefit of the entire community.

The Board, being composed of lay members, shall exercise the traditional and time-honored role as it has evolved in the United States and shall constitute the keystone of the governance structure. In this regard, the Board:

1. Is expected to preserve institutional independence and to defend its right to manage its own affairs through its chosen administrators and employees.
2. Shall enhance the public image of the College under its governance.
3. Shall interpret the community to the campus and interpret the campus to the community.
4. Shall nurture the College under its governance to the end that it achieves its full potential within its role and mission.
5. Shall insist on clarity of focus and mission of the College under its governance.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.01

**Policy Issued:** February 9, 2016

**Policy Title:** Mission

**Policy Approved:** December 13, 2016

**Resolution #:** 2017-05 – Board Governance Policies

**Pages:** 1 of 1

The College's mission: We serve as a pathway to prosperity, teaching and inspiring all who seek to learn; growing careers and changing lives.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.02

**Policy Issued:** February 9, 2016

**Policy Title:** Trustee, Organization Meetings and Conduct

**Policy Approved:** February 9, 2016

Updated: October 5, 2023

**Resolution #:** 2016-12 – Board Governance Policies

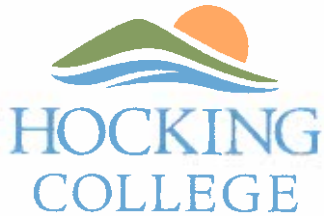
**Pages:** 1 of 1

The Board of trustees shall meet for regular meetings a minimum of six (6) times per year. Public Notice of regular meetings and special meetings will comply with State law.

The Board of Trustees of Hocking Technical College shall be composed of:

- Three (3) Governor appointees
- Six (6) appointees, appointed in accordance with the College By-Laws.

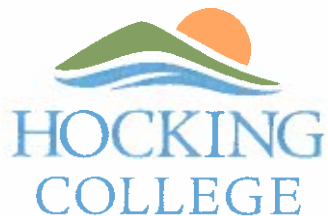
Board of Trustees are appointed for three year terms and must live within the Hocking College Service Area.



**Policy Category:** Board Governance Policy  
**Policy Number:** 1.03  
**Policy Issued:** February 9, 2016  
**Policy Title:** Board Duties  
**Policy Approved:** February 9, 2016  
**Resolution #:** 2016-12 – Board Governance Policies  
**Pages:** 1 of 1

The Board has numerous powers and duties, including but not limited to the following:

1. Duty to govern through Policy adoption
2. Appoint and evaluate the President, and assist the President in the achievement of performance goals.
3. Adopt a budget and ensure the President files a copy of the annual operating budget and subsequent amendments with the appropriate state agency.
4. Approve required reports to governing authorities.



**Policy Category:** Board Governance Policy  
**Policy Number:** 1.04  
**Policy Issued:** February 9, 2016  
**Policy Title:** Conflict of Interest Policy  
**Policy Approved:** February 9, 2016  
**Resolution #:** 2016-12 – Board Governance Policies  
**Pages:** 1 of 2

#### Duties of College officers and trustees.

Each College officer and trustee owes a duty of loyalty to the College, and must avoid conflicts of interest. Conflicts of interest arise in many forms and contexts, and adherence to this policy will not, in and of itself, relieve a College officer or trustee of liability under Ohio ethics laws or other laws governing trustee and officer behavior. It is each College officer's and trustee's individual duty to avoid conflicts of interest, and to disclose conflicts when they arise.

#### Conflicts of interest.

Conflicts of interest commonly exist when a trustee or officer faces competing loyalties. A conflict of interest does exist when any actual or contemplated transaction or contractual relationship involves the College on one side, and any of the following on the other side:

1. (1) A College officer or trustee.
2. (2) A family member of a College officer or trustee.
3. (3) An organization affiliated with a College officer or trustee.

#### Required actions.

(1) Upon first learning of a conflict of interest, the College trustee or officer shall fully disclose in writing to the full Board and the College President the precise nature of the conflict, including without limitation all relationships and business affiliations that could reasonably be expected to give rise to a conflict of interest involving the College.

(2) College trustees and officers must also timely file any required financial disclosure forms as may be required by applicable law.



(3) Any Board resolution involving a conflict of interest shall be treated separately. The conflicted trustee must clearly abstain from voting.

#### Prohibited actions.

Trustees and officers who have a conflict of interest in any matter being considered by the Board (including any committee of the Board) must not:

- Participate in consideration of the matter, unless and to the extent the Board or the College President requests input.
- Vote on, recommend, debate, or execute any contract directly relating to, the matter.

#### Transactions.

A transaction is an event involving an exchange of something of value. Usually (but not always) transactions are memorialized in a purchase order or other written contract. Examples are extensive, and include without limitation real estate leases, procurements of goods, software licensing, and execution of professional services agreements.

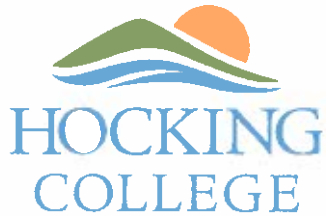
#### Affiliated organizations.

An organization is “affiliated” with a College officer or trustee if a trustee or officer, or a family member of a trustee or officer:

- Is an officer, director, trustee, partner, employee, or agent of an organization involved in, or being considered for, a business relationship with the College; or
- Is the actual or beneficial owner of more than five percent of the voting equity or controlling interest of such an organization; or
- Has any other direct or indirect dealings with such an organization giving rise to a financial interest or fiduciary duty.

#### Family members.

A “family member” is a spouse, domestic partner, parent, grandparent, grandchild, child, step-child, adopted child, foster child, brother, sister, uncle, aunt, first cousin, nephew, niece, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, half-brother, or half-sister.



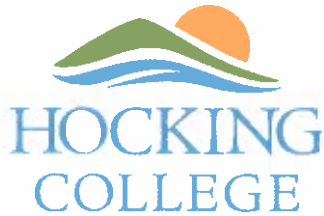
**Policy Category:** Board Governance Policy  
**Policy Number:** 1.05  
**Policy Issued:** February 9, 2016  
**Policy Title:** Planning and Achievement  
**Policy Approved:** February 9, 2016  
**Resolution #:** 2016-12 – Board Governance Policies  
**Pages:** 1 of 1

The College shall honor its mission, vision, and values, while setting and achieving its goals. Goals will be achieved by engaging employees and resources as directed in a strategic plan, while operating in accordance with College policies and procedures.

Policies, and the procedures that operationalize them, establish College- wide rules and processes that unite the College community in a daily effort to accomplish the College's mission, vision, values, and goals. Whereas the strategic plan mobilizes employees and resources through long-term, annual, and individual goals, Procedures direct day- to-day decision making, set behavioral parameters, and establish specific goals in compliance with College policies.

Hocking College's strategic plan shall facilitate achievement of the College's mission, vision, and values. Annual goals shall flow from the strategic plan. The College shall pursue operational excellence as it achieves its annual goals.

Operational excellence flows from the establishment and maintenance of a system of policies and procedures. Pursuant to Board bylaws and Ohio statute, the Board holds authority to operate the College, but delegates this authority to the President through policies. The College shall establish and maintain policies and procedures in order to support and promote operational efficiency and effectiveness.



**Policy Category:** Board Governance Policy  
**Policy Number:** 1.06  
**Policy Issued:** February 9, 2016  
**Policy Title:** Rulemaking Policy Governance  
**Policy Approved:** February 9, 2016  
**Resolution #:** 2016-12 – Board Governance Policies  
**Pages:** 1 of 2

#### Policies.

Are established through Board action. Board policies create a framework within which the President or other officers of the College are directed or authorized to take discretionary action in a specific area. Policies delegate elements of the Board's authority to operate the College.

#### Procedures.

College procedures are specific statements of process or means by which policies shall be fulfilled or implemented. Like policies, procedures generally have a broad impact. They may reach beyond any one College department to unify students, employees, multiple College departments, and other individuals or organizations in a common process. The President of the College is responsible for developing and implementing such procedures.

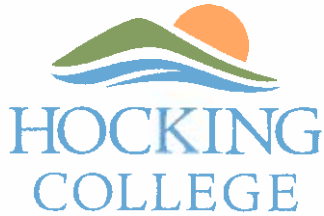
#### Departmental directives.

Departmental directives are typically minor internal forms, work instructions, guidelines, and other directives that do not have substantive impact beyond one College department. They are not official rules of the College, but rather serve as instructions important to the internal operations of a department.

#### Rules.

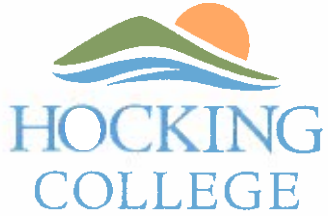
Rules are duly adopted College policies and procedures. Departmental directives are not rules of the College.





Subject to the Board's sole authority to adopt, modify, and rescind policies, the President or the President's designee(s) shall lead and coordinate policy and procedure development efforts for the college. Policies and procedures shall be implemented as a foundation for the College's operations, and shall be integrated into the College's planning, continuous improvement, and quality assurance efforts. Specifically, the President or the President's designee(s) shall:

- Analyze existing federal, state, and local statutes, regulations, and case law for impact on policy and procedure; formulate recommendations; and communicate recommendations to the Board of Trustees.
- Monitor proposed federal, state and local laws and regulations, and developing case law; formulate recommendations; and communicate recommendations to the Board of Trustees.
- Once every five years, lead a comprehensive policy and procedure review project.
- Routinely develop recommendations to ensure that the Board and the College are complying with Ohio legal requirements relating to policy and procedure development.
- Participate in the strategic planning, annual planning, and quality assurance planning processes in order to encourage continuous improvement of policies and procedures so that they better support efficient and effective operation of the College toward achievement of its goals.
- Periodically participate in training programs that educate College leadership about the legal and operational aspects of policies and procedures.
- Communicate policies, procedures, and related matters to students, employees, and trustees in an appropriate manner.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.07

**Policy Issued:** February 9, 2016

**Policy Title:** Delegation of Authority

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

The Board retains all authority except as delegated to the President (Policy 1.11) to govern the institution and may delegate certain aspect of the authority to make decisions, manage activities, and conduct the business of the institution as deemed appropriate by a majority vote of Board members.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.08

**Policy Issued:** February 9, 2016

**Policy Title:** Authority Delegation to the President/Chief Executive Officer

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

The Board delegates to the President of the College, the authority to conduct the daily operations of the college including making decisions in regard to academic programming and awards, student services, and business decisions not specifically limited to the Board by law or in a separate policy.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.09

**Policy Issued:** February 9, 2016

**Policy Title:** Contractual Authority

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

The President will be responsible for developing a process for procurement and contractual activities of the college. The President will follow best business and legal practices.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.10

**Policy Issued:** February 9, 2016

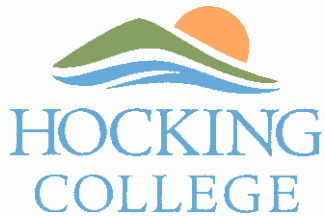
**Policy Title:** Signatory Authority of the President

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

The President has the authority to enter into agreements as needed to perform the mission of the college.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.11

**Policy Issued:** February 9, 2016

**Policy Title:** Honorary Degree

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

Honorary degrees are conferred to recognize outstanding individuals for their significant contributions to society and are a centuries-old tradition of the academic community. Honorary degrees have great value to the College, the recipient, the community, and society. Honorary degrees are not earned through academic achievements, rather through generous and altruistic actions or lifetime accomplishments that benefit a community, nation, or humanity in general.

It is the policy of Hocking College to award honorary degrees on a selective basis to distinguished individuals who merit special recognition for outstanding leadership, achievement and/or service to community, achievement in career, support for Hocking College students and our mission.

The President is authorized to award honorary degrees for Hocking College.



**Policy Category:** Board Governance Policy

**Policy Number:** 1.12

**Policy Issued:** February 9, 2016

**Policy Title:** Audits

**Policy Approved:** February 9, 2016

**Resolution #:** 2016-12 – Board Governance Policies

**Pages:** 1 of 1

The Board will ensure that there is an annual external audit of all financials and resources. The Board will accept the annual audit upon completion.



**Policy Category:** Board Governance Policy & Procedures

**Policy Number:** 1.13.b

**Policy Issued:** December 12, 2017

**Policy Title:** Signatory Authority of the President

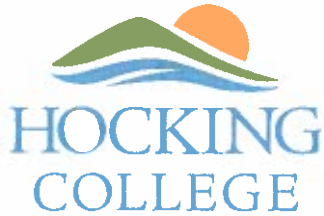
**Policy Approved/Revised:** July 28, 1970, February 9, 2016, and December 12, 2017

**Pages:** 1 of 1

The President, or designee has the authority to enter into agreements with faculty, staff, and administrators as needed to perform the mission of the College.

Any document requiring the signature of a College representative by external parties (other than acknowledging receipt of delivery of goods or services) and which is not required by law or Board bylaws to be signed by a member of the Board of Trustees, must be reviewed and signed by the President, or designee. Ohio Revised Code requires that the Treasurer of the College, certify all funds for expenditure. Any contract signed by an unauthorized representative of the college may be found to be personally legally binding.





**Policy Category:** Board Governance Policy

**Policy Number:** 1.14

**Policy Issued:** 8/19/2021

**Policy Revised:** 8/19/2021

**Policy Reviewed:** 8/19/2021

**Policy Title:** Virtual Board Meeting Attendance

**Policy Approved:** 8/19/2021

**Resolution #:**

**Pages:**

**Purpose**

To establish a written policy to allow Trustees to attend Board Meetings virtually in accordance with ORC 3345.82.

**Attendance Requirements**

Trustees will be permitted to attend Board Meetings virtually subject to the following restrictions:

- At least one third of the trustees must attend the meeting in-person and in a location that is open and accessible to the public.
- A trustee must be present in-person for no less than one-half of the regular meetings of the board annually.
- A trustee who intends to attend a meeting virtually must notify the chairperson or designee of the college no less than 48 hours before the meeting, except in the case of a declared emergency.

**Restrictions on Remote Locations**

Board Members attending a Board Meeting virtually must be at a location subject to the following restrictions:

- A trustee remotely attending a board meeting must be at a location farther than can be reasonably commuted in 20 minutes.



- No more than one trustee remotely attending a board meeting by teleconference is permitted to be physically present at the same remote location. (Note: This restriction does not apply to trustees attending via interactive video conference.)

### **Board Meeting Materials**

The following conditions must apply related to Board materials:

- All trustees must have the capability to receive meeting-related materials that are distributed during the board meeting.
- Meeting-related materials that are available before the meeting are sent via electronic mail, facsimile, hand-delivery, or US Postal Service to each board member
- The College will ensure proper circulation of materials to board members, the public, and the media in advance of or during a meeting at which board members are permitted to attend by interactive video conference or teleconference

### **Board Meeting Protocols**

The following protocols apply:

- The minutes of the board meeting must identify which board members remotely attended the meeting by interactive video conference or teleconference.
- All votes with any Board Member(s) attending via electronic means will be taken by roll call voice vote.
- In the case of an interactive video conference, the board causes a clear video and audio connection to be established that enables all meeting participants at the primary meeting location to see and hear each board member
- In the case of a teleconference, the board causes a clear audio connection to be established that enables all meeting participants at the primary location to hear each board member.
- Board members attending by teleconference must be able to reasonably identify themselves by providing their name and personally identifiable information to the satisfaction of the Chairman.
- Interactive video conferencing will be used as the preferred method to connect board members virtually, however teleconferencing may be used when interactive video conferencing is not available or practical.

Cross References: ORC 121.22, ORC 3345.82



**Policy Category:** Board Governance Policy

**Policy Number:** 1.15

**Policy Issued:** 10/13/2022

**Policy Revised:** 10/13/2022

10/05/2023

**Policy Reviewed:** 10/13/2022

**Policy Title:** Selection Process for Board of Trustees

**Policy Board Approved:** 10/13/2022

10/05/2023

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**Purpose:**

Approved By-Laws and Legislative Mandate for Board Appointments.

The members of the Board of Trustees of the College shall be nine (9) in number, three (3) to be appointed by the Governor of the State of Ohio and six (6) to be appointed by the selection committee. The selection committee shall be appointed by the Executive committee of the Hocking College Board of trustees. The selection committee shall consist of either three (3) or five (5) members who are local business, civic, or nonprofit leaders and who are not currently sitting members of the Hocking College board of trustees. The board of trustees shall nominate individuals to be considered by the trustee selection committee. The appointees shall not be employees of the College or have been a college employee within the prior five (5) years. The selection committee may select new trustees from the individuals nominated by the board of trustees or other applicants. Trustees appointed by the selection committee shall reside within the

technical college district. The term of office for trustees appointed by the selection committee shall be for three years. Each trustee shall hold office from the date of the appointment until the end of the appointment term; provided, however, that any Trustee shall continue in office subsequent to the expiration of their term until a successor takes office or until a period of sixty days has elapsed, whichever occurs first. The three (3) year term of the office for those appointed by the selection committee shall be September 1 through August 31 with no more than two (2) Trustees having an expiring term in any year.

## Hocking College Financial Update FY2024 Through 8/31/2023

### BUDGET TO ACTUAL COMPARISON

	ANNUAL BUDGET (000'S)	YEAR TO DATE ACTUALS (000'S)	STATUS
REVENUE	\$ 35,084	\$ 12,828	Projected to be less than budget
EXPENSE	\$ 35,084	\$ 6,341	Projected to offset reduced revenue
NET	\$ 0	\$ 6,487	

### LIQUIDITY AND FUNDING FIGURES

	AUG 2023 (000'S)	JUNE 2023 (000'S)	YTD NET CHANGE
OPERATING CASH	\$ 7,226	\$ 6,892	\$ 334
RESERVES & ENDOWMENTS	\$ 3,319	\$ 3,409	\$ (90)
CAPITAL FUNDS AVAILABLE	\$ 3,838	\$ 3,838	\$ 0

### **Budget to Actuals Detail**

College operating and auxiliary revenues are currently at \$12.8 million or 37% of the annual budgeted amount. Revenues to date are made up of Tuition & Fees (\$7.6 million), State Share of Instruction (\$1.8 million), Auxiliary Revenues (\$3.3 million), and Other Revenue (\$0.1 million). Revenues are currently projected to 5.9% less than budget based on revised full year projections that include 2023AU enrollment figures.

To adjust for revised revenue projections, the College is making revisions to its planned expenditures for the year. As a baseline, expenses are currently tracking approximately 2.7% lower than last year. Improvements in expense are driven by improvements in personnel expense (3.1% decrease) and auxiliary expense (5.8% decrease). Further adjustments to expenses will be largely made by reviewing open positions, delaying funding of discretionary projects, and seeking additional efficiencies throughout the College.

### **Liquidity Detail**

The College has a current operating cash balance of \$7.2 million or approximately 75 days of cash on hand. This is an increase of \$0.3 million from the beginning of the fiscal year, driven largely by the College's collection of 2023AU receivables outpacing operating expenses. Operating cash is anticipated to increase through October and November as 2023AU receivables are collected.

Strategic reserves, fee reserves, and replacement reserves combine to total \$1.6 million. College Endowments equate to \$1.7 million, making the amount of reserves and endowments total \$3.3 million. Reserves and endowments are \$0.1 million lower than the beginning of the fiscal year based on strategic reserves expended on capital projects. The College continues to contribute monthly to strategic reserves to help replenish reserve levels.



**Hocking College  
Board of Trustees Action**

**Date:** October 5, 2023

**Submitted by:** Mark Fuller

**SUBJECT:**

Fiscal Year 2023 Efficiency Report

**BACKGROUND:**

House Bill 49, section 381.550 requires that the Board of Trustees of each public institution of higher education approve the institution's efficiency report submitted to the Chancellor.

The College continuously works to improve efficiency on campus and compiles the report at the end of each fiscal year to report efficiencies gained throughout the year, stage of efficiencies not yet implemented, and future planning of efficiency gains.

**RECOMMENDATION:**

The Board of Trustees approve the motion to accept the Hocking College Fiscal Year 2023 Efficiency Report.

**ORGANIZATIONAL/ADMINISTRATIVE IMPACT**

Motion will allow Hocking College to stay in compliance with its reporting requirements.

**FISCAL IMPACT**

N/A



Motion to approve the Fiscal Year 2023 Hocking College Efficiency Report.

Adopted: 10/05/2023

Approved:   
Ben Mitchell, Chairman



Department of  
Higher Education

Mike DeWine, Governor  
Randy Gardner, Chancellor



Affordability & Efficiency

## FY23 Efficiency Reporting Template

### Introduction:

Ohio Revised Code section 3333.95 requires the chancellor of the Ohio Department of Higher Education (DHE) to maintain an "Efficiency Advisory Committee" that includes an "efficiency officer" from each state institution of higher education (IHE). Each IHE must then provide an "**efficiency report**" updated annually to DHE, which is compiled by the chancellor into a statewide report shared at year end with the governor and legislature. The committee itself meets at the call of the chancellor.

The first several Efficiency Reports were heavily influenced by and structured around the Ohio Task Force on Affordability and Efficiency's October 2015 report "Action Steps to Reduce College Costs" (Task Force). The Task Force report provided many good recommendations that sharpened our focus and set a course for increasing efficiency throughout public higher education in Ohio. Since then, the Efficiency Reports have transitioned to other timely issues. This year's report will continue that practice.

In addition, there are a number of topics that are required to be addressed per the Ohio Revised Code. Specifically, ORC Section 3333.951(C) requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution. ORC 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services and report their findings to the Efficiency Advisory Committee. ORC 3345.59(E) requires information on efficiencies gained as a result of the "regional compacts" created in 2018.

The reporting template also requests information regarding college debt and debt collection practices, among other things.

**Your Efficiency Report Contact:** *David Cummins*, Associate Vice Chancellor Financial Planning and Oversight, 614-752-9496, [dcummins@highered.ohio.gov](mailto:dcummins@highered.ohio.gov) Please provide your institution's efficiency report by **Friday, November 3, 2023** via email to [OdheFiscalReports@highered.ohio.gov](mailto:OdheFiscalReports@highered.ohio.gov)



As in previous years, the Efficiency Reporting Template is structured into the following sections:

- **Section I: Efficiency and Effectiveness** – This section captures information on progress made from strategic partnerships and practices that are likely to yield significant savings and/or enhance program offerings.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, with an emphasis on actions taken to reduce the costs to students of textbooks, including the options of Inclusive Access and Open Educational Resources.
- **Section III: Policy Reforms** – This section captures state IHE responses to suggested policy reforms originating from state initiatives, including transcript withholding and Second Chance Grants as created in Sub. SB 135.
- **Section IV: Future goals** – In the spirit of continuous improvement, the DeWine-Husted administration continues to request feedback on steps the state can take to support your institution's goals.

**For purposes of this report, efficiency is defined on a value basis as a balance of quality versus cost:**

- |   |   |
|---|---|
| • Direct cost savings to students (reducing costs)          | • Enhanced advising, teaching (improving quality)     |
| • Direct cost savings to the institution (reducing costs)   | • IP commercialization (improving quality)            |
| • Cost avoidance for students (reducing costs)              | • Graduation/completion rates (improving quality)     |
| • Cost avoidance to the college/university (reducing costs) | • Industry-recognized credentials (improving quality) |
|   | • Experiential learning (improving quality)           |

These are examples only. Please consider your responses to address broader measures of efficiency, quality, cost and value. Please also note that this is only a template. Feel free to respond in any additional way you believe is helpful.

## Section I: Efficiency and Effectiveness

### Benchmarking

Each institution should regularly identify and evaluate its major cost drivers, along with priority areas that offer the best opportunities for efficiencies. Institutions should also track their progress in controlling costs and improving effectiveness.

1. Does your institution utilize Higher Education Information (HEI) system data to evaluate the efficiency of operations? If so, which data sources are most useful or informative? How can the data provided in HEI be better utilized for this purpose?

No. Hocking College primarily uses internal data sources, its budget, and program review processes to evaluate its efficiency. The data available in HEI is raw – providing Colleges with summary level data and/or benchmarking would allow the data to be more useful.

2. What other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? How is such data utilized by your institution? Please summarize and provide an overview of your performance based on each measure.

Hocking College establishes an annual budget which acts as an expense management mechanism. Operating expenditures are made through a standard, centralized process which encourages efficiency. Hocking College operated with a balanced budget in FY2023.

Hocking College separates its operating budget into three distinct categories for purposes of accounting, with one of those categories being instructional expenses. This separation allows for the College to easily budget and track its direct instructional costs. Detailed reports are reviewed monthly which not only track expenditures but also other areas indicative of the financial health of the College (liquidity, budget vs actual revenue, budget vs actual expense, receivables collection, available sources of funding, etc.)

Hocking College has implemented a comprehensive program review which is completed on each program on a regular basis. The program review considers qualitative and quantitative data regarding the health of the program (enrollment trends, marketing plan, administrative costs, gross margin), academic quality (course completion rates, grade distribution, retention, student course evaluations, student complaints), faculty criteria (professional development, completion rates, and advising standards), market analysis (future growth plans, in-demand jobs), and operational review (alignment with strategic plan, entrepreneurial ventures). Each program is evaluated on a regular basis and recommendations are made and implemented. Program review helps inform the college's budgeting decisions and improve efficiency.

## Facilities Planning

In April 2022 the Auditor of State's Office completed a Performance Audit of the facility inventory data maintained by DHE. AOS provided three recommendations within that audit:

- DHE should work to ensure that all institutions report data by a specified date and it should develop and follow internal data verification methods.
- DHE should provide the collected facilities data in a timely manner so that policy makers can make informed decisions relating to necessary changes in the state operating and capital budgets.
- DHE should develop a strategic plan for higher education, with a focus on facilities.

1. How has your institution employed planning and changing use of campus space to reduce costs and increase efficient use of capital resources?

Hocking College evaluates its facilities and their use on a regular basis. Hocking College has a weekly facilities meeting in which campus leadership meets with deans, faculty, and staff to discuss the utilization of their spaces. During these meetings, the information from the program review process is utilized as a blueprint for improving facility use. This process has resulted in many updates, which has increased the efficiency of the College and improved the learning experience for students.

How have recent enrollment trends, including changing demographics and the increased utilization of distance learning, impacted facilities planning at your institution? Enrollment trends inform the College's program review process, which then informs the College's facility use discussions. This process has resulted in many updates to its facilities utilization, which has increased the efficiency of the College and improved the learning experience for students.

- a. Do you see continued increases in distance learning, or do you think that the percentage of courses taken by distance learning has reached a stable level? The College has seen a decrease in amounts of distance learning since the height of the pandemic and is seeing levels of distance learning stabilize at a lower level. Many students struggle with distance learning and many students seek and need the engagement that is only possible in a classroom setting.

The College also recognizes that attracting credentialed, qualified staff to teach on site is its most difficult hurdle in providing a quality educational experience for students. As such, the College is experimenting with the idea of a facilitated classroom where a qualified, credentialed teacher will provide remote instruction while a "classroom facilitator" will provide students with individualized support in the classroom. The pilot for this is being tried 2024SP semester in a select number of classrooms.

2. What benchmarks or data sources does your institution use to assess demand for physical space? The Institutional Research function and the Registrar coordinate to provide necessary data related to demand for physical space.

- a. Do you see a shift in the demand for different types of physical space, e.g. lab space?

Yes, program needs have shifted and will continue to shift as curriculum is updated to remain relevant for today's student. The College believes in providing hands-on training for all of its students, and this has increased the amount of physical space needed for labs and live learning environments.

3. Does your institution utilize HEI physical structure data or area utilization data to inform the six-year capital planning process?

No, Hocking College does not use HEI data to inform its capital planning process.

## Regional Compacts

ORC Section 3345.59 requires regional compacts of Ohio's public institutions, with an executed agreement in place by June 30, 2018, for institutions to collaborate more fully on shared operations and programs. The section identifies nine areas to be addressed to improve efficiencies, better utilize resources and enhance services to students and their regions. Per paragraph E of that section:

(E) Each state institution of higher education shall include in its annual efficiency report to the chancellor the efficiencies produced as a result of each compact to which the institution belongs.

**Specific to the Regional Compact in which your institution is a member**, please describe collaborations that have occurred within the regional compacts and the efficiencies or enhanced services provided in any of the relevant categories below.

Hocking College has entered into a regional compact with Belmont College, Eastern Gateway Community College, Rio Grande Community College, Washington State Community College, Zane State Community College, Ohio University, and Shawnee State University with objectives to strive to develop strategies to address each of the categories listed below.

Category	Description
Reducing duplication of academic programming	
Implementing strategies to address workforce education needs of the region	
Sharing resources to align educational pathways and to increase access within the region	
Reducing operational and administrative costs to provide more learning opportunities and collaboration in the region	



Enhancing career counseling and experiential learning opportunities for students	
Expand alternative education delivery models such as competency-based and project-based learning	
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	
Enhancing the sharing of resources between institutions to expand capacity and capability for research and development	
Identifying and implementing the best use of university regional campuses	
Other initiatives not included above	

## Co-located Campuses

ORC Section 3333.951(B) requires Ohio's co-located colleges and universities to annually review best practices and shared services in order to improve academic and other services and reduce costs for students, and to report their findings to the Efficiency Advisory Committee.

(B) Each state institution of higher education that is co-located with another state institution of higher education annually shall review best practices and shared services in order to improve academic and other services and reduce costs for students. Each state institution shall report its findings to the efficiency advisory committee established under section 3333.95 of the Revised Code. The committee shall include the information reported under this section in the committee's annual report.

Co-located campus: \_\_\_\_\_

Type of Shared Service or Best Practice (IE: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service
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## Section II: Academic Practices

This section covers areas more directly related to instruction, with an emphasis on savings strategies related to the cost of textbooks, and the expanded use of alternative instructional materials.

### Textbook Affordability

#### Textbook Cost Study

ORC Section 3333.951(D) requires Ohio's public colleges and universities to do the following on an annual basis:

- (D) Each state institution of higher education shall conduct a study to determine the current cost of textbooks for students enrolled in the institution, and shall submit the study to the chancellor of higher education annually by a date prescribed by the chancellor.

Your institution's submission of Textbook Cost Study information via the annual Efficiency Report is used to satisfy this statutory requirement. Please attach the analysis of textbook costs developed by your institution labeled "[Institution Name – Academic Year – Textbook Cost Study]" and summarize the results of your institution's study below.

Category	Amount
Average cost for textbooks that are new	N/A
Average cost for textbooks that are used	N/A
Average cost for rental textbooks	N/A
Average cost for eBook	N/A

#### Reducing Textbook Costs for Students

ORC Section 3333.951(C) requires Ohio's public colleges and universities to report their efforts toward reducing textbook costs for students.

(C) Each state institution of higher education annually shall report to the efficiency advisory committee on its efforts to reduce textbook costs to students.

**Please discuss all initiatives implemented, including those specifically referenced below, that ensure students have access to affordable textbooks.**

As of Autumn semester 2019, the college has moved to an “all-inclusive pricing” structure. This structure provides two main benefits to students – 1) Price transparency, prospective and current students know exactly how much courses and all required materials cost, 2) The opportunity to participate in the college’s learning materials program. In this program, the college provides course materials to students for a flat, per-semester charge. The charge is less than what a student would be able to procure the materials for themselves. The materials are items that in past semesters students would have had to purchase on their own. The college is able to charge less by utilizing mass ordering discounts, loaning textbooks to students and re-using, and utilizing electronic materials through Cengage when possible.

Savings for students as part of this initiative vary by student and program but it has been estimated that savings are approximately 50% on average.

#### *Open Educational Resources (OER)*

1. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain and please include links to relevant information, if applicable, that is available on your institution’s website.

The College utilizes these materials to the extent possible. The College also utilizes a subscription based service with Cengage which provides the college with a library of materials used for courses, available to the students at a fixed cost.

2. Has your institution provided support to faculty for the development of OER materials? If so, please explain and include links to relevant information, if applicable, that is available on your institution’s website.

Yes. Hocking College has embraced OER materials and provided support for faculty to assist in its development, including providing development opportunities for faculty as part of start-of-term training.

3. What courses did your institution offer during the 2022-23 academic year that used OER? Please fill out the attached template completely. This template will be used to inform a statewide landscape analysis of OER adoption and may be publicly shared in a report.

### *Inclusive Access*

Inclusive access is defined as an arrangement between an institution, through faculty, and students to offer college textbooks and materials as "included" within tuition and/or a fee assessment, rather than purchased individually by the student. The benefit to faculty and students of inclusive access typically includes a significantly reduced cost per textbook for students, as compared to students buying a new copy of the textbook, and confidence that all students will possess the necessary textbook and/or materials on "day one." Federal law provides the statutory right for students to "opt-out" of inclusive access if they prefer, which preserves the right of the student to source materials.

1. Does your institution formally encourage faculty to offer inclusive access acquisition of college textbooks as a cost-savings for students? If yes, what mechanisms are in place help promote this strategy with faculty?

All courses at Hocking College are offered based on the "all inclusive" model.

2. What courses did your institution offer during the 2022-23 academic year that participated in an inclusive access program? Please fill out the attached template completely. This template will be used to inform a statewide landscape analysis of the utilization of inclusive access and may be publicly shared in a report.

All courses at Hocking College are offered based on the "all inclusive" model.

3. How are students at your institution made aware of their right to opt out of utilizing inclusive access?

They are made aware when completing their registration for classes.

Please provide contact information for the person completing this section of the Efficiency Report, so that we may follow up if we have questions.

### *Other Textbook Affordability Practices*

What other practices, if any, does your institution utilize to improve college textbook affordability?

N/A



Please provide any relevant information in the table below.

Initiative	Explanation of Initiative	Cost Savings to Students
All-inclusive pricing	The opportunity to participate in the college's learning materials program. In this program, the college provides all course materials to the student for a flat, per-semester charge. The charge is less than what a student would be able to procure the materials for themselves. The college is able to charge less by utilizing mass ordering discounts, loaning textbooks to students and re-using, and utilizing electronic materials through Cengage when possible.	Varies by student and program but approximately 50% savings on average

## Section III: Policy Reforms

### Transcript Access

ORC Section 3345.027 requires the following of public colleges and universities:

(C)(1) Not later than December 1, 2023, the board of trustees of each state institution of higher education shall formally consider and adopt a resolution determining whether to end the practice of transcript withholding. Once adopted, each state institution shall submit a copy of the resolution to the chancellor of higher education.

(2) In adopting the resolution required under this division, each board of trustees shall consider and evaluate all of the following factors:

- (a) The extent to which ending the practice of transcript withholding will promote the state's post-secondary education attainment and workforce goals;
- (b) The rate of collection on overdue balances resulting from the historical practice of transcript withholding;
- (c) The extent to which ending the practice of transcript withholding will help students who have disenrolled from the state institution complete an education, whether at the same institution or another state institution.

If a board of trustees resolves to maintain the practice of transcript withholding, the board shall include in the resolution a summary of its evaluation of the factors contained in division (C)(2) of this section.

(3) Not later than January 1, 2024, the chancellor shall provide a copy of each resolution submitted under this division to the governor, the speaker of the house of representatives, and the president of the senate

Although the submission of this year's Efficiency Report will occur prior to the submission date of the policy required to be adopted by the section above, please be aware of this new requirement as you plan your fall schedule for Board of Trustee meetings.

## Special Purpose Fees Policy

Limitations on increases in instructional and general fees have traditionally been set by the General Assembly within biennial operating budgets. Limitations on special purpose fee increases, alternatively, are fairly new beginning with Am. Sub. HB 49 of the 132<sup>nd</sup> General Assembly. Section 381.160 of Am. Sub. HB49 precluded increases in special purpose fees and establishing new special fees, at universities, except for certain categories of fees specifically exempted in law from the fee limitations. Am. Sub. HB 166 of the 133<sup>rd</sup> General Assembly continued the special purpose fee restriction but additionally required the Chancellor to review and approve new special purpose fees and increases in existing special purpose fees at universities and community colleges. This same level of special purpose fee restraint has been continued in every biennial budget since, including the current biennial budget Am. Sub. HB 33 (Section 381.260(A)(1)(c)).

Please describe your institution's policy for assigning special purpose fees to specific courses or academic programs. Specifically:

1. What criteria are used to determine whether a course or lab fee is appropriate?

The College reviews all costs related to the course, including consumable supplies, student class trips, equipment, student tools of the trade, textbooks, third party exam costs, etc. These costs are reviewed in comparison to the amount of the course fees, which are then deemed either appropriate or in need of adjustment.

2. What is the internal process for approving new fees or fee increases?

The College utilizes an annual review process to look at all course fees. Program managers are responsible for reviewing the costs of materials in their own programs and comparing to the fees being collected. This information is collected and reviewed by the deans prior to requesting internally for any fee changes that are deemed appropriate. Those fee changes are collected and reviewed on an aggregate basis at the cabinet level, and fee changes deemed appropriate are submitted for approval to the ODHE.

3. What controls are in place to assure that the fee revenue is utilized appropriately to the benefit of the students paying the fee?

Program budgets are based on the collection of such fees. Program managers are responsible for requisitioning for the needs of the program from that budget. Those expenditures are reviewed and approved by the dean, prior to going to the fiscal office for final review to confirm budget. Upon this final confirmation, a purchase order is generated and placed.

The College also holds “program reserves” which are funds set aside each year for the future use of specific programs to help the fund the capital needs of a program, such as replacing a no longer functional fire truck in the Fire & Emergency Medical Services Program. These funds are accounted for by program, and help to ensure that all programs are able to purchase capital items as needs arise.

## **Additional Practices**

Some IHE’s may implement practices that make college more affordable and efficient, but which have not been the topic of a specific question in this reporting template. This section invites your institution to share any positive practices you have implemented that benefit student affordability and/or institutional efficiency.

Please share any additional best practices your institution is implementing or has implemented.

## **Section IV: Future Goals**

The DeWine-Husted administration recognizes that each IHE faces unique challenges and opportunities with respect to the institution’s highest priority goals over the next several years. With that in mind, please provide any suggestions about possible roles the state could play in supporting your institutional goals.

1. Please provide your thoughts and suggestions regarding ways the State of Ohio can further support strength, resiliency and reputational excellence in Ohio’s post-secondary education system.

Hocking recommends that the State of Ohio introduce a media campaign that helps high school students, prospective adult learners, and citizens of Ohio understand the value of Community Colleges. Community Colleges provide the most efficient and cost-effective pathway for students to start or continue their education. Community Colleges are able to cost effectively provide students with the necessary skills to start many careers and also provide students with credit that can transfer to a university. Students who start at a Community College and transfer to a university will save themselves and their families significant cost.

Thank you for completing the FY23 Efficiency Reporting Template. We appreciate the important role Ohio’s colleges and universities play in supporting Ohio students, economic growth, world-class research and the overall success for our state.