



BOARD OF TRUSTEES MEETING
Thursday, October 21, 2021
Strategic Planning – 3:00pm
Regular Meeting – 6:00 pm
Virtual/Hybrid Meeting
The Lodge @ Hocking College

- **Call to Order (5 min)** Chairman Mitchell
- **Roll Call** Mr. Daubenmire
- **Approve Minutes from August 19, 2021 Board Meeting** 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
 - Motion to Approve Officer Scott Dawley & Jeff Armes Tuition Scholarship
 - 2022 Calendar for HC BOT Meetings
 - Motion to Approve 2022-2023, 2023-2024 & 2024-2025 Academic Calendar
 - Civil Rights Review
 - Motion to Approve Equestrian Building
 - Motion to Approve Capital Plan
 - Motion to Approve for Sale of Property
- **Academic Affairs Report (10 min)** Trustees Ben Mitchell / Blaine Davidson / Ms. Hagerott
 - Update from the Vice President
 - HLC Approvals
- **Finance and Personnel Report (5 min)** Trustees Mike Brooks / Jeanie Addington / Mark Fuller
 - Update from Executive Director Finance / Treasurer
 - Motion to Approve Efficiency Report
 - Motion to Approve Insurance Premium Increase
- **Facilities Committee Report (5 min)** Trustee Budzik/Trustee Dean / Mr. Daubenmire
 - Update on Projects
- **Community Relations and Student Experience Report (5 min)** Trustee Stuart Brooks / Leon Forte' and Ms. Hagerott
 - Update from Vice President
 - Motion to Approve Free Speech & Harassment Policy
- **Chairman's Report (10 min)** Chairman Mitchell
- **New Business (5 min)** Chairman Mitchell
- **Adjournment** Chairman Mitchell
 - **Event Schedule**
 - Next Meeting – December 9, 2021 –
5:30 pm Committee Meetings
6:00 pm Board Meeting
9:00 am to 12:00 pm / Graduation – December 11, 2021

Our Mission

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

Date: August 19, 2021

The hybrid virtual meeting of the Hocking College Board of Trustees was held Thursday, August 19, 2021. Members either signed in on the provided link, or attended in person at The Lodge at Hocking College.

Administrators attending: Dr. Betty Young, President; Mr. Jeff Daubenmire, Chief-of-Staff; Ms. Jacqueline Hagerott, Vice President of Student Affairs and Campus Relations/Ombudsman/Title IX (Virtual); Mark Fuller, Executive Director, Finance / Treasurer and Susan Askew, CIO.

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

CALL TO ORDER

Ben Mitchell called the meeting to order at 6:00 pm

ROLL CALL

Jeff Daubenmire, Board Secretary, called the roll:

Board members present: Trustees Jeanie Addington, Gerry Bird, Mike Brooks, Stuart Brooks, Mike Budzik, Blaine Davidson, Mark Dean, Leon Forte', Ben Mitchell

Board members absent: No Trustees absent.

Members present constitute quorum.

APPROVAL OF MINUTES

Chairman Ben Mitchell asked if there were any changes to the minutes from the June 24, 2021 regular meeting. A motion was made by Trustee Gerry Bird and seconded by Trustee Mike Brooks to approve the June 24, 2021, Board of Trustees minutes. The motion was unanimously approved.

EXECUTIVE SESSION

Chairman requested a motion to adjourn into Executive Session:

In pursuant to Ohio Revised Code 121.22 (G) (1) to consider the employment, demotion, or compensation of a public employee, and to consider the investigation of charges or complaints against a public employee;

In pursuant to Ohio Revised Code 121.22 (G) (2) to consider the purchase or sale or lease of real or personal property.

The Executive Session invitation may include:

Dr. Betty Young

A motion was made by Trustee Mike Budzik and seconded by Trustee Mike Brooks to go into Executive Session.

On a roll call vote:

Voting Yes: Trustees Jeanie Addington, Gerry Bird, Mike Brooks, Stuart Brooks, Mike Budzik, Blaine Davidson, Mark Dean, Leon Forte', Ben Mitchell.

The Board adjourned to Executive Session at 6:04 pm.

RETURN TO REGULAR SESSION

Ben Mitchell announced the return to regular session at 6:31 pm.

PRESIDENT'S REPORT

Dr. Young gave the following report:

Nelsonville Music Festival: The college's Music Program and Students will be holding the Nelsonville Music Festival on campus next June 9-12, 2022. Music will include bluegrass and country music.

Rapids Grant: The college received \$193,680 in funds that will provide simulation trainers for HVAC, Excavator and other equipment for Heavy Equipment, along with Advanced Manufacturing equipment.

Covid: The college is not requiring vaccinations for students and employees, but are encouraged to take the vaccination. Masks are recommended for students and employees who have not been fully vaccinated, and all others as an extra means protection. Clinical students might be required to be vaccinated depending on their clinical site location.

Hope at Hocking: The college had three students who participated in this program during the summer.

International Student Housing: The college recently purchased property for international students. This will include 14 beds with construction currently taking place.

Dr. Young sought approval for the following:

SUBJECT:

Virtual Board Meeting Attendance Policy

BACKGROUND:

The State of Ohio has established ORC 3345.82 which allows for public board meetings to include virtual attendance of board members, subject to certain parameters. This policy will establish a written policy to allow Trustees to attend Board Meetings virtually in accordance with ORC 3345.82.

RECOMMENDATION:

The Board of Trustees pass a motion to approve the Virtual Board Meeting Attendance Policy.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT

The policy will allow Hocking College's Trustees to attend Board Meetings virtually, within certain parameters.

FISCAL IMPACT

None.

MOTION:

A Motion was made by Trustee Leon Forte' and seconded by Trustee Mike Brooks to approve Virtual Board Meeting Attendance Policy. The motion was unanimously approved.

SUBJECT:

Phase I Canal Street Building Renovation

BACKGROUND:

Hocking College proposes renovations to the building located at 185 W Canal Street, Nelsonville.

The overall project is anticipated to be completed in two phases, with funding for Phase II to be sought from State of Ohio Capital Appropriations.

Phase I includes the following: roofing replacement, bathroom install, HVAC, electrical, fire suppression, doors, windows, ceiling, technology upgrades, parking lot striping, and furnishings.

The total anticipated cost to complete Phase I is \$1.5 million. The Board has given previous authorization for \$600,000 to begin renovations.

RECOMMENDATION:

The Board of Trustees pass a motion to authorize Hocking College to proceed with Phase I of Canal Street Building Renovation for up to an additional \$900,000, making the total amount authorized for the project up to \$1,500,000.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

The renovation will allow Hocking College to develop 185 W Canal Street into vital, functional educational space.

FISCAL IMPACT:

Phase I of this project will be funded through Strategic Reserves.

MOTION:

A motion was made by Trustee Stuart Brooks and seconded by Trustee Mike Brooks to authorize Hocking College to proceed with Phase I of Canal Street Building Renovation. The motion was unanimously approved.

SUBJECT:

Expansion of Fire and Fermentation Science

BACKGROUND:

The Fire Science program has been a long standing presence at Hocking College training fire fighters. The fermentation science program has experienced significant demand in the production of Hocking College products and growth of those products.

RECOMMENDATION:

It is recommended the Board of Trustees authorize the President to negotiate for the purchase of property to support these two programs and ventures related to the programs.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

Purchase of property will provide opportunity to maintain, grow, and sustain these programs into the future.

FISCAL IMPACT:

Proposed cost of acquisitions is up to \$1,000,000, to be paid from strategic reserves.

MOTION:

A motion was made by Trustee Jeanie Addington and seconded by Trustee Blaine Davidson to approve acquisition of property to support Expansion of Fire and Fermentation Science programs. The motion was unanimously approved.



SUBJECT:

Wireless Network Acceptable Use Policy

BACKGROUND:

The College does not currently impose any use restrictions or security protocols for individuals accessing College resources via the wireless network. The recent upgrade of the wireless network infrastructure has given us improved ability to manage and control access to the wireless network, including the ability to require the agreement to abide by an Acceptable Use Policy, require authentication, regulate the available bandwidth, and has added encryption and other security protocols.

We are proposing that anyone connecting a device to the College wireless network be required to agree to abide by the terms of the Wireless Network Acceptable Use Policy.

RECOMMENDATION:

The Board of Trustees pass a motion to approve the requirement that individuals connecting to the College wireless network agree to the Wireless Network Acceptable Use Policy.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

This policy will bring requirements for accessing College resources via the wireless network into explicit alignment with the broader IT Acceptable Use Policy.

FISCAL IMPACT:

No impact.

MOTION:

A motion was made by Trustee Gerry Bird and seconded by Trustee Stuart Brooks to approve Wireless Network Acceptable Use Policy. The motion was unanimously approved.

SUBJECT:

Hocking College Campground Project

BACKGROUND:

Hocking College requested bids for a site contractor, water contractor, and electrical contractor for the Campground Project.

The College has received three bids for site contractor, two bids for water contractor, six bids for electrical contractor, and five combination bids.

RECOMMENDATION:

The Board of Trustees pass a motion to authorize Hocking College to accept the combination bid for site and water contractor from WAI Construction and accept the electrical contractor bid from Claypool Electric. These bids represent the lowest and best bids received for the project.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

Accepting the bids will allow the College to proceed with the Campground Project.

FISCAL IMPACT:

This project will be funded through strategic reserves. The FY2022 budget included \$600,000 for purposes of this project. The bids from WAI Construction and Claypool Electric total \$693,000.

MOTION:

A Motion was made by Trustee Mike Budzik and seconded by Trustee Mark Dean to authorize Hocking College to proceed with the Campground. The motion was unanimously approved.

ACADEMIC AFFAIRS REPORT

Ms. Hagerott provided the following update:

The Early Childhood Education program was approved to change its name to Early Childhood Teacher Education.

The following programs are pending approval:

Social Work, Sports Management, and Theater. These programs are expected to be approved at a later date this year.

FINANCE AND PERSONNEL REPORT

Trustee Mike Brooks asked Mr. Mark Fuller to give the Finance and Personnel Report:

Hocking College Financial Update FY2021 Through 6/30/2021

BUDGET TO ACTUAL COMPARISON

	BUDGET (000'S)	ACTUALS (000'S)	STATUS
REVENUE	\$ 32,379	\$ 33,171 *	Preliminary, unaudited
EXPENSE	\$ 32,379	\$ 32,612	Preliminary, unaudited
NET	\$ 0	\$ 559	

*Revenues include COVID related tuition revenue replacement funding of \$2.1 million.

LIQUIDITY AND CAPITAL FIGURES

	JUNE 2021 (000'S)	JUNE 2020 (000'S)	YTD NET CHANGE
OPERATING CASH	\$ 6,510	\$ 6,104	\$ 406
RESERVES & ENDOWMENTS	\$ 6,981	\$ 6,392	\$ 589
CAPITAL FUNDS AVAILABLE	\$ 4,783	\$ 3,605	\$ 1,178
COVID RELIEF FUNDS AVAILABLE	\$ 9,121	\$ 1,141	\$ 7,980

Budget to Actuals Detail

College operating and auxiliary revenues ended the year at \$33.2 million or at 102% of the budgeted level. The improvement over budget can be attributed to \$2.1 million in tuition revenue replacement (funded by COVID relief funds) and \$1.0 million better than budgeted SSI receipts, being partially offset by declines in tuition revenues.

Expenses ended the year at \$32.6 million, which includes in excess of \$2.0 million in capital asset expenditures funded through the operating budget, most notably for the lodge project. Excepting capital related expenditures funded through operations, the college ended the year at 96% of budgeted expense levels.

Without considerations and subsequent adjustments made as part of the \$2.1 million revenue replacement, the College would have ended the year with approximately a \$72 thousand net surplus.

Liquidity Detail

The College has a current operating cash balance of \$6.5 million or approximately 73 days of cash on hand. This is an improvement of \$406 thousand from the prior year.

Strategic reserves total \$5.3 million and student fee reserves total \$0.5 million for a total of \$5.8 million in reserves. College Endowments total \$1.1 million, making the amount of reserves and endowments total just under \$7.0 million. Total reserves and endowments are ending the year \$589 thousand better than the prior year.

COVID-19 related federal relief funds remaining totals \$9.1 million, of which \$5.1 million is designated as student financial aid support. The College will be expending these funds largely during FY 2022 by funding a nursing simulation lab, funding necessary COVID-19 related expenses, completing revenue replacements, and providing financial aid relief to students.

Student Receivable

The College implemented a seat ready strategy starting in FY2020, which has yielded significant improvements in student account collection. During the first year (FY 2020) of implementation, the College's uncollected current year receivables improved by 44%. During the second year (FY 2021), the College's uncollected current year receivables improved by an additional 31%.

The College's 2022 Autumn uncollected receivables are currently on track for an additional 64% year-over-year improvement.

SUBJECT:

Roth 457(b) Retirement Plan

BACKGROUND:

Hocking College currently participates with Ohio Deferred Compensation to offer employees a Traditional 457(b) plan. Ohio Deferred Compensation recently added a Roth Option for employers who wish to adopt.

RECOMMENDATION:

Hocking College would like to offer both Traditional and Roth Options to its employees and recommend that the Board of Trustees enter into an Adoption Agreement which will allow it to modify the terms of its 457(b) to include a Roth option.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

Adoption will provide Hocking College employees with an additional retirement savings option, helping ensure that the College is offering its employees competitive benefits.

FISCAL IMPACT:

None.

MOTION:

A motion was made by Trustee Gerry Bird and seconded by Trustee Stuart Brooks to adopt Roth 457(b) retirement plan option. The motion was unanimously approved.

FACILITIES COMMITTEE REPORT –

No report.

COMMUNITY RELATIONS AND STUDENT EXPERIENCE REPORT –

Jacqueline Hagerott provided the following update:

The college had a total of 588 students move into the dorms for the start of Autumn semester. This puts the dorms at 80% capacity.

SUBJECT:

Hazing Policy

BACKGROUND:

At Hocking College, members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct and all other published rules, regulations and policies.

These standards are embodied by a set of core values that include Respect, Community, Integrity, and Responsibility. All members of the campus community bear responsibility for their conduct. Hocking College is committed to the academic success of students and recognizes that participation in extracurricular activities may significantly enhance the learning and growth experiences of students. In accordance with state and federal laws, Hocking College shall prohibit any form of hazing associated with these activities. All student activities, including, but not limited to, student organization membership orientation and initiation, shall be expected to be lawful in their purpose and intention. Further, these activities shall support attainment of all purposes stated in the respective student organizations' constitutions.

RECOMMENDATION:

The Board of Trustees pass a motion to approve the Hazing policy.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

In accordance with state and federal laws, Hocking College shall prohibit any form of hazing associated with these activities

FISCAL IMPACT:

No impact.

MOTION:

A motion was made by Trustee Leon Forte' and seconded by Trustee Mark Dean to approve Hazing Policy. The motion was unanimously approved.

SUBJECT:

Name, Image, or Likeness Policy

BACKGROUND:

At Hocking College, members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct and all other published rules, regulations and policies.

These standards are embodied by a set of core values that include Respect, Community, Integrity, and Responsibility. All members of the campus community bear responsibility for their conduct. Hocking College is committed to the academic success of students and recognizes that entering into contracts to earn compensation as a result of the student's name, image or likeness is beneficial to the financial stability and growth experiences of students.

As a result of recently passed legislation, students currently enrolled at Hocking College shall be prohibited from entering into a contract for compensation as a result of the use of the student's name, image, or likeness that is conflict with the mission of the College or has a negative impact on the reputation of the College including, but not limited to, pornography, alcohol, marijuana/cbd, tobacco companies, etc.

RECOMMENDATION:

The Board of Trustees pass a motion to approve the Name, Image, or Likeness policy.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

In accordance with state/federal laws and Hocking College policy, Hocking College shall permit students to enter into a contract(s) for compensation as a result of the use of the student's name, image, or likeness to provide direct benefit to the financial stability and growth experiences of students.

FISCAL IMPACT:

No impact.

MOTION:

A motion was made by Trustee Stuart Brooks and seconded by Trustee Mike Brooks to approve Name, Image, or Likeness Policy. The motion was unanimously approved.

CHAIRMAN'S REPORT

No report.

NEW BUSINESS

None

NEXT MEETING – The next meeting of the Board of Trustees is scheduled for October 21, 2021. The Board Strategic Planning Session will start at 3:00pm. 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 Mike Brooks. The motion was approved. The Board adjourned at 7:07 pm.



Ben Mitchell, Chair



Jeff Daubenmire, Board Secretary



**Hocking College
Board of Trustees Action**

Date: October 21, 2021

Submitted by: Dr. Young

SUBJECT:

Officer Scott Dawley & Jeff Armes Tuition Scholarship

BACKGROUND:

Hocking College would like to honor Police Officer Scott Dawley & Fire Fighter Jeff Armes, First Responders of Nelsonville who lost their life in the line of duty in 2021 by offering tuition scholarships to their natural born children.

RECOMMENDATION:

The Board of Trustees approve the motion to authorize the scholarships.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT

Motion will allow Hocking College offer tuition scholarships to the natural born children of Scott Dawley and Jeff Armes.

FISCAL IMPACT

The scholarships will be tuition only. Students will be responsible for all course fees, room & board, and/or any other charges incurred.



Motion to authorize tuition scholarships for the natural born children of Scott Dawley and Jeff Armes.

Adopted: 10/21/2021

Approved: 

Ben Mitchell, Chair



Board of Trustees 2022 Meeting Dates

- Thursday, February 17, 2022
- Thursday, April 14, 2022
- Thursday, June 16, 2022
- Thursday, August 18, 2022
- Thursday, October 13, 2022
- Thursday, December 8, 2022



**Hocking College
Board of Trustees Action**

Date: October 21, 2021
Submitted by: Dr. Betty Young

SUBJECT:

2022-2023 Academic Calendar
2023-2024 Academic Calendar
2024-2025 Academic Calendar

BACKGROUND:

The Academic Leadership team, Cabinet and Financial Services reviewed the calendar and provided feedback.

RECOMMENDATION:

The College recommends the Board of Trustees approve the motion to adopt the proposed 2022–2023, 2023-2024 & 2024-2025 Academic Calendar.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

Publishing the proposed academic calendars better assists Hocking College students and creates opportunities for our student to plan their academic career through graduation. Additionally, the multi-year calendars allows the College to plan multi-year course offerings, recruitment events and other advanced planning activities.

Publishing a multi-year academic calendar aligns with Higher Learning Commission Criterion Five: Resources, Planning and Institutional Effectiveness, “the institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.”

FISCAL IMPACT

Adds 1 Federal Holiday to the Calendar:
Juneteenth, \$55,000.



Motion to approve the proposed 2022-2023, 2023-2024 & 2024-2025 Academic Calendar.

Adopted: 10/21/2021

Approved: 
Ben Mitchell, Chairman

ACADEMIC CALENDAR	
Revised October 14, 2021	
2022-2023	
Summer Term	Monday, May 9 - Friday, July 29, 2022
Last Day to Register (12 week courses)	Sunday, May 8, 2022
Summer Term Begins (12 week courses)	Monday, May 9, 2022
Census Date (15th day of term)	Monday, May 23, 2022
Holiday-Memorial Day - College closed	Monday, May 30, 2022
Summer Graduation Application Due	Friday, June 3, 2022
Last Day to Register (8 week courses)	Sunday, June 5, 2022
Holiday-Juneteenth (Observed) College closed	Monday, June 20, 2022
8 Week Courses Begin	Monday, June 6, 2022
Last Day to order Caps/Gowns	Friday, June 24, 2022
Holiday-Independence Day College closed	Monday, July 4, 2022
Last Day to Drop/Withdraw (12 week and 8 week courses)	Friday, July 8, 2022
Summer Term Ends	Friday, July 29, 2022
Summer Commencement	Saturday, July 30, 2022
Autumn Term	Monday, August 15 - Friday, December 9, 2022
Start week	Monday, August 8, 2022
Last Day to Register (16 week courses/ first 8 week courses)	Sunday, August 14, 2022
Autumn Term Begins (16 week courses/ first 8 week courses)	Monday, August 15, 2022
Census Date (15th day of term)	Monday, August 29, 2022
Holiday-Labor Day College closed	Monday, September 5, 2022
Autumn Graduation Application Due	Friday, September 9, 2022
Last Day to Drop/Withdraw (first 8 week courses)	Friday, September 16, 2022
Last Day to Register (second 8 week courses)	Sunday, October 9, 2022
Second 8 Week Courses Begin	Monday, October 10, 2022
All HC Learning Day (All Students, Faculty & Staff 8-5; All evening Courses held)	Wednesday, October 19, 2022
Last Day to order Caps/Gowns	Friday, October 21, 2022
Holiday-Veterans Day College closed	Friday, November 11, 2022
Last Day to Drop/Withdraw (16 week and Second 8 week courses)	Friday, November 11, 2022
Fall Break - College Open, No Courses - No Faculty	Monday, November 21 -Wednesday November 23, 2022
Holiday-Thanksgiving Break - College Closed	Thursday, November 24-Friday November 25, 2022
Autumn Term Ends	Friday, December 9, 2022
Autumn Commencement	Saturday, December 10, 2022
End of Term for Faculty	Wednesday, December 14, 2022
Winter Break - College Closed	Monday, December 19, 2022- Friday, December 30, 2022
Holiday- Christmas Day College closed	Sunday, December 25, 2022
Spring Term	Monday January 9, 2023 - Friday, May 5, 2023
Holiday- New Years Day College closed	Monday, January 2, 2023
College Opens	Tuesday, January 3, 2023
Start week	Tuesday, January 3, 2023
Last Day to Register (16 week courses/ first 8 week courses)	Sunday, January 8, 2023
Spring Term Begins (16 week courses/ first 8 week courses)	Monday, January 9, 2023
Holiday-Martin Luther King Day College closed	Monday, January 16, 2023
Census Date (15th Day of Term)	Monday, January 23, 2023
Spring Graduation Application Due	Friday, February 3, 2023
Last Day to Drop/Withdraw (first 8 week courses)	Friday, February 10, 2023
Spring Break - College Closed	Monday, March 6-Friday March 10, 2023
Last Day to Register (second 8 week courses)	Sunday, March 12, 2023
College Opens Second 8 Week Courses Begin	Monday, March 13, 2023
All HC Learning Day (All Students, Faculty & Staff 8-5; All evening Courses held)	Wednesday, March 22, 2023
Last Day to order Caps/Gowns	Friday, March 24, 2023
Last Day to Drop/Withdraw (16 week and Second 8 week courses)	Friday, March 24, 2023
Holiday-Good Friday College closed	Friday, April 7, 2023
Spring Term Ends	Friday, May 5, 2023
Spring Commencement	Saturday, May 6, 2023
End of Term for Faculty	Monday, May 8, 2023

ACADEMIC CALENDAR	
DRAFT	
2023-2024	
Summer Term	Monday, May 8- Friday , July 28, 2023
Last Day to Register (12 week courses)	Sunday, May 7, 2023
Summer Term Begins (12 week courses)	Monday, May 8, 2023
Census Date (15th day of term)	Monday, May 22, 2023
Holiday-Memorial Day - College closed	Monday, May 29, 2023
Summer Graduation Application Due	Friday, June 2, 2023
Last Day to order Caps/Gowns	Friday, June 2, 2023
Last Day to Register (8 week courses)	Sunday, June 4, 2023
8 Week Courses Begin	Monday, June 5, 2023
Holiday-Juneteenth College closed	Monday, June 19, 2023
Holiday-Independence Day College closed	Tuesday, July 4, 2023
Last Day to Drop/Withdraw (12 week and 8 week courses)	Friday, July 7, 2023
Summer Term Ends	Friday, July 28, 2023
Summer Commencement	Saturday, July 29, 2023
Autumn Term	Monday, August 14 - Friday, December 8, 2023
Start week	Monday, August 7, 2023
Last Day to Register (16 week courses/ first 8 week courses)	Sunday, August 13, 2023
Autumn Term Begins (16 week courses/ first 8 week courses)	Monday, August 14, 2023
Census Date (15th day of term)	Monday, August 28, 2023
Holiday-Labor Day College closed	Monday, September 4, 2023
Autumn Graduation Application Due	Friday, September 8, 2023
Last Day to order Caps/Gowns	Friday, September 8, 2023
Last Day to Drop/Withdraw (first 8 week courses)	Friday, September 15, 2023
Last Day to Register (second 8 week courses)	Sunday, October 8, 2023
Second 8 Week Courses Begin	Monday, October 9, 2023
All HC Learning Day (All Students, Faculty & Staff 8-5, All evening Courses held)	Wednesday, October 18, 2023
Holiday-Veterans Day (Observed) College Closed	Friday, November 10, 2023
Last Day to Drop/Withdraw (16 week and Second 8 week courses)	Thursday, November 9, 2023
Fall Break - College Open, No Courses - No Faculty	Monday, November 20 -Wednesday November 22, 2023
Holiday-Thanksgiving Break - College Closed	Thursday, November 23-Friday November 24, 2023
Autumn Term Ends	Friday, December 8, 2023
Autumn Commencement	Saturday, December 9, 2023
End of Term for Faculty	Tuesday, December 12, 2023
Winter Break - College Closed	Monday, December 18, 2023- Friday, December 29, 2023
Holiday - Christmas - College Closed	Monday, December 25, 2023
Spring Term	Tuesday January 16, 2023 - Friday, May 10, 2023
Holiday- New Years Day - College closed	Monday, January 1, 2024
College Opens	Tuesday, January 2, 2024
Start week	Monday, January 8, 2024
Last Day to Register (16 week courses/ first 8 week courses)	Monday, January 15, 2024
Holiday-Martin Luther King Day College closed	Monday, January 15, 2024
Spring Term Begins (16 week courses/ first 8 week courses)	Tuesday, January 16, 2024
Census Date (15th Day of Term)	Tuesday, January 30, 2024
Spring Graduation Application Due	Friday, February 2, 2024
Last Day to order Caps/Gowns	Friday, February 2, 2024
Last Day to Drop/Withdraw (first 8 week courses)	Friday, February 16, 2024
Spring Break - College Closed	Monday, March 11-Friday March 15, 2024
Last Day to Register (second 8 week courses)	Sunday, March 17, 2024
College Opens Second 8 Week Courses Begin	Monday, March 18, 2024
All HC Learning Day (All Students, Faculty & Staff 8-5; All evening Courses held)	Wednesday, March 20, 2024
Last Day to Drop/Withdraw (16 week and Second 8 week courses)	Thursday, March 28, 2024
Holiday-Good Friday College closed	Friday, March 29, 2024
Spring Term Ends	Friday, May 10, 2024
Spring Commencement	Saturday, May 11, 2024
End of Term for Faculty	Monday, May 13, 2024

ACADEMIC CALENDAR	
DRAFT	
2024-2025	
Summer Term	Monday, May 13- Friday , August 2, 2024
Last Day to Register (12 week courses)	Sunday, May 12, 2024
Summer Term Begins (12 week courses)	Monday, May 13, 2024
Census Date (15th day of term)	Monday, May 27, 2024
Holiday-Memorial Day - College closed	Monday, May 27, 2024
Summer Graduation Application Due	Friday, June 7, 2024
Last Day to order Caps/Gowns	Friday, June 7, 2024
Last Day to Register (8 week courses)	Sunday, June 9, 2024
8 Week Courses Begin	Monday, June 10, 2024
Holiday-Juneteenth College closed	Wednesday, June 19, 2024
Holiday-Independence Day College closed	Thursday, July 4, 2024
Last Day to Drop/Withdraw (12 week and 8 week courses)	Friday, July 5, 2024
Summer Term Ends	Friday, August 2, 2024
Summer Commencement	Saturday, August 3, 2024
Autumn Term	Monday, August 12 - Friday, December 6, 2024
Start week	Monday, August 5, 2024
Last Day to Register (16 week courses/ first 8 week courses)	Sunday, August 11, 2024
Autumn Term Begins (16 week courses/ first 8 week courses)	Monday, August 12, 2024
Census Date (15th day of term)	Monday, August 26, 2024
Holiday-Labor Day College closed	Monday, September 2, 2024
Autumn Graduation Application Due	Friday, September 6, 2024
Last Day to order Caps/Gowns	Friday, September 6, 2024
Last Day to Drop/Withdraw (first 8 week courses)	Friday, September 6, 2024
Last Day to Register (second 8 week courses)	Sunday, October 6, 2024
Second 8 Week Courses Begin	Monday, October 7, 2024
All HC Learning Day (All Students, Faculty & Staff 8-5; All evening Courses held)	Wednesday, October 16, 2024
Last Day to Drop/Withdraw (16 week and Second 8 week courses)	Friday, November 8, 2024
Holiday-Veterans Day College Closed	Monday, November 11, 2024
Fall Break - College Open, No Courses - No Faculty	Monday, November 25 -Wednesday November 27, 2024
Holiday-Thanksgiving Break - College Closed	Thursday, November 28-Friday November 29, 2024
Autumn Term Ends	Friday, December 6, 2024
Autumn Commencement	Saturday, December 7, 2024
End of Term for Faculty	Tuesday, December 10, 2024
Winter Break - College Closed	Monday, December 23, 2024- Friday, January 3, 2024
Holiday - Christmas - College Closed	Wednesday, December 25, 2024
Spring Term	Monday, January 13- Friday, May 9, 2025
Holiday- New Years Day College closed	Wednesday, January 1, 2025
College Opens	Monday, January 6, 2025
Start week	Monday, January 6, 2025
Last Day to Register (16 week courses/ first 8 week courses)	Sunday, January 12, 2025
Spring Term Begins (16 week courses/ first 8 week courses)	Monday, January 13, 2025
Holiday-Martin Luther King Day College closed	Monday, January 20, 2025
Census Date (15th Day of Term)	Monday, January 27, 2025
Spring Graduation Application Due	Friday, January 31, 2025
Last Day to order Caps/Gowns	Friday, January 31, 2025
Last Day to Drop/Withdraw (first 8 week courses)	Friday, February 14, 2025
Spring Break - College Closed	Monday, March 10-Friday March 14, 2025
Last Day to Register (second 8 week courses)	Sunday, March 16, 2025
College Opens Second 8 Week Courses Begin	Monday, March 17, 2025
All HC Learning Day (All Students, Faculty & Staff 8-5; All evening Courses held)	Wednesday, March 19, 2025
Last Day to Drop/Withdraw (16 week and Second 8 week courses)	Friday, April 18, 2025
Holiday-Good Friday College closed	Friday, April 18, 2025
Spring Term Ends	Friday, May 9, 2025
Spring Commencement	Saturday, May 10, 2025
End of Term for Faculty	Monday, May 12, 2025



**Hocking College
Board of Trustees Action**

Date: October 21, 2021

Submitted by: Dr. Betty Young

SUBJECT:

Hocking College Equestrian Building

BACKGROUND:

Hocking College has utilized state appropriations to fund the construction of the Equestrian Building. Due to recent increases in building costs, the amount of remaining appropriations will not be sufficient to allow the College to buy bleachers, a video display, stables/stalls, parking lot, lighting, landscaping, and miscellaneous finishing touches.

RECOMMENDATION:

The Board of Trustees pass a motion authorizing the College to utilize strategic reserves to fund remaining items related to the completion and furnishing of the Equestrian Building.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT

Passing the motion will allow the College to fund remaining items related to the completion and furnishing of the Equestrian Building.

FISCAL IMPACT

The College proposes authorizing up to \$500,000 from strategic reserves.



Motion to authorize Hocking College to utilize up to \$500,000 of strategic reserves for purposes of completing and furnishing the Equestrian Building.

Adopted: 10/21/2021

Approved: 
Ben Mitchell, Chairman



**Hocking College
Board of Trustees Action**

Date: October 21, 2021

Submitted by: Dr. Betty Young

SUBJECT:

Sale of property associated with the Fermentation Science Program

BACKGROUND:

The property has provided the College with a live learning space for its Fermentation Science Program. Hocking College wishes to relocate the operations and sell the real estate.

RECOMMENDATION:

The Board of Trustees approve the motion to authorize the President to negotiate the sale of property associated with the Fermentation Science Program.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT

Motion will facilitate relocation of the Fermentation Science program's live learning space.

FISCAL IMPACT

Hocking College will be able to use net proceeds from the sale to offset the cost of relocation.



Motion to authorize the President to negotiate the sale of property associated with the Fermentation Science Program and use the proceeds in the relocation of the learning lab.

Adopted: 10/21/2021

Approved: 
Ben Mitchell, Chairman



**Hocking College
Board of Trustees Action**

Date: October 21, 2021

Submitted by: Dr. Young

SUBJECT:

Fiscal Year 2023 – 2028 Capital Plan

BACKGROUND:

The Ohio Office of Budget and Management (OBM) has requested a long-term capital improvements plan covering the period from July 1, 2022 to June 30, 2028.

The purpose of the plan is to communicate capital needs to OBM and the Governor in anticipation of Budget Legislation for FY 2023 and 2024 to be submitted to and considered by the Ohio General Assembly.

RECOMMENDATION:

The Board of Trustees approve the motion to approve Hocking College's FY 2023 – 2028 Capital Plan.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT

Motion will allow Hocking College to submit a capital plan to OBM and to be considered for Capital Appropriations to fund items outlined in the capital improvements plan.

FISCAL IMPACT

Capital Appropriations are a necessary source of funding for Hocking College to maintain and improve its campus.



Motion to approve the FY 2023-2028 Capital Plan.

Adopted: 10/21/2021

Approved: 
Ben Mitchell, Chairman

Higher Education Six-Year Capital Plan 2023-2028

Campus Name HOCKING COLLEGE

(highest

priority first) BIENNIUM UNIQUE PROJECT TITLE STATE FUNDS LOCAL FUNDS OTHER FUNDS

	BIENNIUM	UNIQUE PROJECT TITLE	STATE FUNDS	LOCAL FUNDS	OTHER FUNDS
	2023-2024	Capital Projects Requested	\$5,950,000		
1	2023-2024	Virtual Reality Police & NR Law Enforcement Simulator & Building Accommodations	\$1,300,000	\$100,000	
2	2023-2024	Equine & Farrier Science Center Phase II Classroom & Learning Lab	\$800,000		\$25,000
3	2023-2024	Phase II Culinary Hospitality and Managements Upgrades & Small Diner Learning Lab	\$1,400,000		
4	2023-2024	Water, Sewer and Restrooms for Firing Range & Classroom	\$150,000		
5	2023-2024	Exterior Lighting / Security	\$400,000		
6	2023-2024	Dental Hygiene Nelsonville	\$900,000		\$100,000
7	2023-2024	Resurface Parking Lots Phase I	\$1,000,000		
	2023-2024	Deferred Maintenance Requested	\$4,772,000		
8	2023-2024	Roof Replacement (Natural Resources Building)	\$150,000		
9	2023-2024	23/24 - HVAC 30 + years	\$667,000		
10	2023-2024	Campus-wide Ceilings	\$300,000		
11	2023-2024	Parks & Museum Education Learning Lab Renovation	\$55,000		
12	2023-2024	Campus-wide Floors	\$600,000		
13	2023-2024	Connection to Public Sewer for Fish Hatchery Classrooms & NR Wildlife MGT Lab	\$2,500,000	\$50,000	
14	2023-2024	Sauber Center Classroom	\$300,000		
15	2023-2024	Bathroom Updates	\$200,000		
	2025-2026	Capital Projects Requested	\$2,200,000		
1	2025-2026	Generator / Culinary / Workforce Center	\$400,000		
2	2025-2026	Automotive Technology Building Replacement	\$800,000		\$200,000
3	2025-2026	Fish Hatchery Renovation	\$800,000		
4	2025-2026	Parks & Museum Education Lab Upgrade	\$200,000		
	2025-2026	Deferred Maintenance Requested	\$2,425,000		
5	2025-2026	25/26 - HVAC 30 + years II	\$875,000		
6	2025-2026	Parking Lot - Phase II	\$500,000		
7	2025-2026	Workforce Development, Fire & EMS, & Medical Testing Roof	\$850,000		
8	2025-2026	Bathroom Updates	\$200,000		
	2027-2028	Total Capital Funds Requested	\$9,060,000		
1	2027-2028	Health & Public Safety Building to Expand Workforce Offerings	\$8,000,000		
2	2027-2028	Agroecology Lab Facility	\$60,000		

3	2027-2028	Logan Campus Center	\$500,000		
4	2027-2028	Perry Campus Center	\$500,000		
	2027-2028	Deferred Maintenance Requested	\$200,000		
5	2027-2028	Bathroom Updates	\$200,000		
		Six-Year Total	\$24,607,000		

**Hocking College Financial Update
FY2022 Through 9/30/2021**

BUDGET TO ACTUAL COMPARISON

	BUDGET (000'S)	ACTUALS (000'S)	STATUS
REVENUE	\$ 35,971	\$ 14,778	On track to meet budget
EXPENSE	\$ 35,971	\$ 9,649	On track to meet budget
NET	\$ 0	\$ 5,129	

LIQUIDITY AND FUNDING FIGURES

	SEPT 2021 (000'S)	SEPT 2020 (000'S)	YOY NET CHANGE
OPERATING CASH	\$ 6,339	\$ 6,811	\$ (472)
RESERVES & ENDOWMENTS	\$ 6,414	\$ 5,395	\$ 1,019
CAPITAL FUNDS AVAILABLE	\$ 4,724	\$ 2,647	\$ 2,077
COVID RELIEF FUNDS AVAILABLE	\$ 9,025	\$ 1,129	\$ 7,896

Budget to Actuals Detail

College operating and auxiliary revenues are at \$14.8 million or at 41% of the budgeted level for the full year. Based on current revenue levels and projected levels of revenue for the remainder of the year, the College should meet or exceed its FY 2022 budgeted revenue.

The College's total revenues through September have increased \$0.5 million or 3% year-over-year.

Operating and auxiliary expenditures total \$9.6 million through September, which equates to 27% of the budgeted level for the full year. Expenses are on pace to be at or below budgeted levels for the full year.

The Colleges total expenses through September are \$1.1 million higher than at the same point last year— however, much of the increase is due to timing differences of payables, expenditures from the Lodge (which has compensating revenues), and increases in food costs associated with Dining Services.

Liquidity Detail

The College has a current operating cash balance of \$6.3 million or approximately 64 days of cash on hand. This is a decrease of \$0.5 million from the year prior. The reason for the decrease in operating cash is largely the result of the College taking a more conservative approach in disbursing financial aid funds to its students.

The College's approach to financial aid has been to further spread out disbursements to students. By doing this, the College is able to incentivize students to stay in class and reduce the number of students who receive adjustments to their account for dropping classes or changing their schedule after aid is disbursed.

Strategic reserves total \$4.8 million and student fee reserves total \$0.5 million for a total of \$5.3 million in reserves. College Endowments total \$1.1 million, making the amount of reserves and endowments total \$6.4 million. Total reserves and endowments are \$1.0 million better than the prior year.

COVID-19 related federal relief funds remaining totals \$9.0 million, of which \$5.1 million is designated as student financial aid support. The College will be expending these funds largely during FY 2022 by funding a nursing simulation lab, funding necessary COVID-19 related expenses, completing revenue replacements, and providing financial aid relief to students.



**Hocking College
Board of Trustees Action**

Date: October 21, 2021

Submitted by: Mark Fuller

SUBJECT:

Fiscal Year 2021 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 2021 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 2021 Hocking College Efficiency Report.

Adopted: 10/21/2021

Approved: 



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor



Affordability & Efficiency

FY21 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.

Prior 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. However, due to the unprecedented level of institutional disruption caused by the COVID-19 pandemic, this year’s template has been revised significantly and will provide IHEs with the opportunity to highlight post-pandemic strategies and initiatives, including the expansion of online delivery models.

The FY21 reporting template also requires IHEs to report on their annual study to determine the cost of textbooks for students enrolled in the institution pursuant to Ohio Revised Code section 3333.951(C), as well as information on efficiencies gained as a result of the “regional compacts” as outlined in ORC section 3345.59. The reporting template also requests information regarding college debt and debt collection practices, among other things.

Your Efficiency Report Contact: *Jennifer Carson*, Senior Director, Audit & Compliance, 614-752-7538, icarson@highered.ohio.gov
Please provide your institution’s efficiency report by [Friday, October 29, 2021](#) via email to OdheFiscalReports@highered.ohio.gov

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

- **Section I: Operational Efficiency** – This section captures practices likely to yield significant savings that may be shared with students or benefit the institution generally. This section also captures information on the impacts of COVID-19 on each institution.
- **Section II: Academic Practices** – This section covers areas more directly related to instruction, including actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.
- **Section III: Policy Reforms/Continued Progress** – This section captures state IHE responses to suggested policy reforms originating in gubernatorial task force efforts, legislative joint committee reports, student loan debt advisory group reports, etc. Emphasis should be placed on major initiatives such as a debt relief program consistent with DHE's *College Comeback* guidance, if one exists, or other steps taken by the institution that may be considered best practices.
- **Section IV: Student Benefit** – This section asks institutions to provide cost savings and/or resource generation benefiting students in actual dollars for any major initiatives within the past fiscal year. It is not necessary to respond to specific recommendations from the 2015 Task Force on Affordability and Efficiency. IHE's should provide clear direction whether savings have been redeployed to students or reinvested in the institution.
- **Section V: Future goals** – This section corresponds to Master Recommendation 2 of the Ohio Task Force on Affordability. It is designed to allow each institution to benchmark its respective five-year goals to its actual institutional cost savings or avoidance. In the spirit of continuous improvement, this section allows you to revise and/or update your five-year goals as needed. In addition, 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)
- Direct cost savings to the institution (reducing costs)
- Cost avoidance for students (reducing costs)
- Cost avoidance to the college/university (reducing costs)
- Enhanced advising, teaching (improving quality)
- IP commercialization (improving quality)
- Graduation/completion rates (improving quality)
- 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.

Hocking College

Section I: Operational Efficiency

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.

What ratios, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses? 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 budget surplus in FY2021.

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.

For definitional purposes, what IPEDS (or other uniformly accepted) expense categories, or subset(s) therein, would you include in instructional expenses and administrative expenses? Please explain. The IPEDS report specifically asks for expenses related to instruction. The IPEDS report also lists categories of research, public service, academic support, institutional support, student services, and other core expenses. The College follows these definitions.

Are you aware of national models used to benchmark institutional efficiencies? If so, please provide. Dun & Bradstreet provides overviews of industries and businesses. Moody's, Standard & Poor, and other companies provide uniform credit analysis/ratings for bonds, as well as industry specific financial benchmarks and percentiles. IPEDS data provides higher education-specific metrics.

In the last 2-3 years, has your institution received positive media coverage about operational efficiencies? If so, please provide. Hocking College's credit rating with Moody's was assigned an underlying rating of Baa1 and an enhanced rating of Aa2 on 11/9/2020,

an announcement for which was released to the press. The credit analysis highlighted:

- Four consecutive years of favorable operating cash flow margins
- Ability and willingness to right size operations as demonstrated by a 21% reduction in expenditures over a five-year period
- Spendable cash and investments providing a moderate cushion for debt and operating expenses
- Healthy three-year average debt service coverage from cash flow of almost 3.5x.

CARES Act and other Federal Support impact

How much has your institution received in federal funds from the various programs initiated in response to the COVID-19 pandemic (e.g., HEERF, CRF, ARP)? Please list amount per award type.

Hocking has received total authorizations of \$6,305,812 for HEERF Student Portion, \$8,298,983 for HEERF Institutional Portion, \$644,506 in HEERF Strengthening Institutions Program, and \$1,956,291 for CRF.

How has your institution utilized these various federal funds?

Hocking has utilized these funds to offset costs associated with COVID-19, replace revenues lost as a result of COVID-19, and provide students with direct financial assistance who were affected by COVID-19.

How much was provided by your institution directly to students as emergency aid?

Through June 30, 2021, Hocking College has provided \$1,223,980 in direct aid to students. All remaining available aid will be provided in FY2022.

FY 22 Budget Development

Please provide a summary of projected enrollment for FY 22 relative to FY 21.

Category	Fall 2020	Fall 2021	Percent Change
First year students	1,161	1,154	0.6% decrease
Total undergraduate students	2,437	2,360	3.2% decrease
Total graduate students	N/A	N/A	N/A

What other planning assumptions were used related to the fiscal impact of COVID-19 in developing the institution's FY 22 budget?

Major Assumptions	Description	Projected Fiscal Impact	Actual Fiscal Impact - as of fall 21
Fall Enrollment/ Fee Revenue Relative to Fall 20	Enrollment was budgeted based on projected enrollment	15% YoY decrease in credit hours sold budgeted	On track to meet budget
Auxiliary Services	Auxiliary services were budgeted based on projected income/expense	14% YoY increase in auxiliary revenues budgeted	On track to meet budget
State Support	State Support budgeted based on SSI projection provided by ODHE	0.2% YoY decrease in SSI budgeted	On track to meet budget
Unique Cost Drivers – in response to COVID-19	Unique COVID-19 cost drivers budgeted based on known and anticipated circumstances	All COVID-19 expenses budgeted to be covered by HEERF	On track to meet budget
Other	N/A	N/A	N/A

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. Per O.R.C. §3345.59 (E) colleges and universities shall report within their annual efficiency reports the efficiencies gained as a result of the compact.

Please discuss efficiencies gained or opportunities for future partnerships as a result of each of the categories within the compact.

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	Monetary Impact
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		
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		

Section II: Academic Practices

This section covers areas more directly related to instruction, such as actions taken to embrace remote learning post-pandemic, including noting any permanent strategic posture toward online learning, as well as core savings strategies such as reducing the cost of textbooks, time-to-degree and program reviews.

Textbook Affordability

Textbook Cost Study

ORC Section 3333.951(D) requires Ohio's public colleges and universities to annually conduct a study to determine the current cost of textbooks for students enrolled in the institution and submit the study to the Chancellor. Please attach the analysis of textbook costs developed by your institution labeled "[Institution Name - Academic Year - Textbook Cost Study]"

Please 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. Please discuss all initiatives implemented, including those 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.

Additionally, Ohio Revised Code Section 3345.025 requires the board of trustees of each state IHE to adopt a textbook selection policy for faculty to use when choosing and assigning textbooks and other instructional materials. The policy shall include faculty responsibilities and actions faculty may take in selecting and assigning textbooks and other instructional materials. Examples of topics addressed within such a policy include textbook adoption deadlines, faculty ethics rules on personal use/resale of publisher-provided free textbooks, disclosure of personal interest/royalties and textbook ownership of faculty-use books.

1. Has your institution's board of trustees adopted a textbook selection policy consistent with Ohio Revised Code 3345.025? If so, please attach the policy in full length and label the file as "[Institution Name – Academic Year – Textbook Selection Policy]."

Yes, effective Autumn 2018.

Textbook Auto-Adoption Policy

2. Does your institution have a textbook auto-adoption policy in place in order to ensure compliance with federal law that requires faculty to select textbooks for courses no later than the first day of class registration? If so, please attach the policy and label the file as "[Institution Name – Academic Year – Text Auto-adoption Policy]." Please also describe the mechanisms for tracking compliance.

Textbooks are not only selected but provided to students on their first day of class based on the College's learning materials program.

Open Educational Resources

3. Has your institution adopted practices/policies to formally encourage the use of OER materials in lieu of purchased materials? Please explain.

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.

- 3a. Has your institution provided support to faculty for the development of OER materials. Please explain.

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.

- 3b. What courses (name, number of students) participate in OER? Please provide summary data if possible.

Psychology (465 students), Communications (288 students), English (70 students), Composition (930 students), and Sociology (64 students)

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.

4. 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.

- 4a. What courses (name, number of students) participate in inclusive access? Please provide summary data if possible.

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

- 4b. 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.

Other Textbook Affordability Practices

5. 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.

<p>Initiative All-inclusive pricing</p>	<p>Explanation of Initiative 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.</p>	<p>Cost Savings to Students Varies by student and program but approximately 50% savings on average</p>
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Online Education and Alternative Delivery Methods

Online and competency-based education are growing in popularity with students nationally as flexible pathways to complete education. While COVID-19 greatly accelerated adoption of online learning, including many online-only courses, demand among students for online education as an option is expected to continue. As we look to the future, we are gathering information on which institutions plan to continue to offer or expand online education.

Please quantify the impact of moving to remote learning in spring term, 2020.

<p>Percent of Courses offered online prior to March 2020 16%</p>	<p>Percent of students enrolled in online courses prior to March 2020 58% students have at least one online course</p>
<p>Percent of Courses offered online as of fall term 2021 14%</p>	<p>Percent of students enrolled in online courses fall term 2021 44% students have at least one online course</p>

What is your institution's current approach to online education moving forward?

Hocking College recognizes the importance of both online and in-person instruction and is constantly evaluating its delivery methods for all of its courses. Hocking College offers students a combination of online, hybrid, and in-person instruction. The College has found two challenges to online education: 1) A lack of access to high speed internet in the Appalachia region of Ohio. Significant parts of the College's service area remain without access to High Speed Internet access which restricts students' ability to effectively participate in online learning. 2) Students focus and ability to learn is better in-person than online as evidenced by completion rates.

1. Does your institution provide centralized support to faculty teaching online, including video conferencing resources and course management software?

Yes. Hocking College's IT department provides technical support and training. Hocking College also has a learning management system administrator who provides support to faculty.

2. Does your institution have courses that were offered online in response to COVID-19 restrictions that will only be offered in-person going forward? If so, please describe examples and rationale.

Yes. Hocking College has found that students' focus and ability to learn is generally better in-person and that completion rates for in-person classes are better than online classes.

a. Please describe the required technology upgrades and associated expenses incurred by the institution to respond to the increased utilization of online instruction and remote learning

To accommodate additional online instruction, Hocking College had necessary expenses related to wireless technology upgrades, online exam proctoring software, and computer hardware upgrades.

Course and Program Evaluation

Recommendation 8 of the 2015 Task Force was for institutions to evaluate courses and programs for enrollment and consideration of continuation. Per ORC Section 3345.35, colleges and universities need to address this recommendation every five years. By September 1, 2022, each IHE must evaluate all courses and programs the institution offers based on enrollment and duplication of its courses and programs with those of other state institutions of higher education within their geographic region, as determined by the chancellor. For courses and programs with low enrollment, as defined by the chancellor, the board of trustees shall provide a summary of recommended actions, including consideration of collaboration with other state institutions of higher education. For duplicative programs, as defined by the chancellor, the board of trustees shall evaluate the benefits of collaboration with other institutions of higher education to deliver the program. DHE plans to issue supplemental guidance to institutions to assist with the completion of this statutorily-required five year review.

1. Does your institution have programs and/or courses that have been discontinued since the last review was conducted in 2017? If so, please list them here, along with a summary of estimated cost savings produced.

Geo-environmental Science and Interactive Multimedia. Total net savings estimated at \$70,000/year.

Co-located Campuses

ORC Section 3333.951 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. Co-located campuses are then required to report their findings to the Efficiency Advisory Committee.

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

Section III: Policy Reforms

Transcript Access

It is common for IHEs nationally to withhold transcripts from students who owe any amount of debt to the institution. Transcript withholding blocks students from re-enrolling both at the debt-holding institution and at other institutions. Transcripts are sometimes withheld in their entirety even when students have fully paid all or most tuition charges, earned their credits through successful completion of coursework and only incurred a nominal debt such as a parking ticket, library fine or other relatively minor assessment.

Ithaka S+R wrote a report on transcript withholding in October 2020 that is available here: <https://sr.ithaka.org/publications/solving-stranded-credits/> The Hechinger Report wrote an in-depth piece on transcript withholding in March 22, 2021 that is available here: <https://hechingerreport.org/colleges-are-withholding-transcripts-and-degrees-from-millions-over-unpaid-bills/>

1. What is your institution's policy on transcript withholding? Under what circumstances and debt amount does your institution withhold the release of transcripts to students, employers and other colleges and universities?

Transcripts are not released to students owing an account balance except for transcripts requested to be sent to an employer as a condition of employment.

Certification Practices

ORC 131.02 requires state IHE's to certify their outstanding debt to the Ohio Attorney General's office (AGO) for collection either 45 days after the amount is due or within 10 days after the start of the next academic session, whichever is later. However, Ohio's institutions certify their outstanding debt pursuant to varying policies and practices.

To ensure that all Ohio students are treated fairly and uniformly, Recommendation #7 of the Student Loan Debt Advisory Group report is that state institutions adopt uniform certification practices that emphasize transparency for both debtors and the AGO. The advisory group recommended that the Ohio Bursars Association, in partnership with the Ohio Association of Community Colleges and the Inter-University Council, facilitate this effort.

Specifically, institutions were asked to develop uniform practices for collecting debt with attention to the type, content, and frequency of notices issued to students; and the fees and other collection costs applied to student debts.

1. Does your institution set minimum balances for sending an account to collections? **Yes** If so, how much? **\$500**
2. How many accounts did your institution send to the AG for collections in FY 21? **358** What was the total balance sent? **\$878,488**
3. Please provide the average and median outstanding balances sent to the AG in FY 21? **Average = \$2,453, Median = \$2,128** What was the average and median number of earned credits of the students sent to collections over that time period? **Average = 26, Median = 14**
- Per Recommendation 7 in the Attorney General's report, best practices may include the National Association of College and University Business Officers Best Practices of Financial Responsibility Agreements with Students (Appendix D in the report). What, if any, efforts have your institution made to adopt uniform certification practices with peer institutions in the State of Ohio? **Hocking College has reviewed and modified its Financial Responsibility Agreement to contain the elements indicated in the Attorney General's report.**

College Comeback

DHE issued formal guidance to IHEs in May 2021 titled "College Comeback" that clarifies that Ohio law allows IHEs to offer debt relief for re-enrollment programs. Already, several IHEs have adopted such programs.

1. Has your institution considered a "College Comeback" type program? **Yes** If so, what is the status of your effort? **Started, effective June 25, 2021**
2. Specifically, what criteria are being used to identify eligible students? **For students to be eligible, they must not have been enrolled in classes in either of the previous two semesters, finances must be in place for starting term, must have a minimum GPA of 2.0,**

must have no more than \$3,000 in debt with Hocking College, must have not received previous forgiveness, and must meet ongoing terms and conditions of the agreement. **How large is the target population that can benefit from the program? Hocking College is currently in the process of identifying this population to facilitate direct marketing efforts to those students.**

Section IV: Students Benefit

When institutions save money, they ideally invest a portion of those savings into student benefits, such as reduced fees, increased institutional aid, quality improvements, etc.

For fiscal year 2021 only, please explain what, if anything, your institution is doing that is a new benefit for your students that is not already addressed above. Answers may be financial benefits or intangibles such as efforts to improve career counseling, undergraduate teaching, research, etc. If you have targeted financial aid for tuition, fees, room and board, books, technology or other expenses, please explain the focus of cost reduction.

If you have seen a significant savings from an initiative in the past fiscal year, please describe that here.

Category	Initiative	FY21 (Actual)
Cost savings/avoidance to the institution in FY21 ONLY	Bond refund, taking advantage of lower market rates	\$92,000/year savings
	New electricity supplier agreement at lower energy rates	\$150,000/year savings
	Renegotiation/elimination of contracts upon renewal	\$102,000/year savings
	21 Staff members each donated their time to teach a class	\$44,000 savings
	Increased resources into entrepreneurial ventures has led to increased auxiliary revenue	\$113,000 YoY increase
Cost savings/avoidance to students in FY21 ONLY	College offered free leisure learning classes and added a variety of free on-campus activities for students during FY2021 to help encourage them to stay on campus and avoid the spread of COVID-19	
	College has switched providers for its on campus health center to provide better services to its students and employees	

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 V: Future Goals

Prior efficiency reports have identified five-year goals for each institution. An updated copy of the five-year goal template is attached. Please provide the data to complete the template, including information already provided in Section IV. In addition, if you have any updates or changes that need to be made to your five-year goals, as originally submitted in 2016, please include that information.

See attached *MasterRecommendation2* Template to complete.

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 College recommends adjusting Performance Based Funding to support institutions that improve on the established matrix but due to the size of the institution, still lose funding based on the distribution of the fixed appropriation. One possible solution may involve consideration of percentage changes of an institution rather than distribution based on raw counts.

Also, as Hocking College continues to work with secondary partners, specifically on the new graduation requirements for the class of 2023, funding for CTE-based courses to deliver industry-recognized credentials and the course content for pre-apprenticeships continues to be a concern.

Traditionally, CCP funding has been based on lvl 1 and 2 courses or for courses in career pathways. Eligibility requirements for students to participate in these courses has been stringent, often eliminating students who could benefit from the CTE courses that could be included in these career pathways. The Innovative Program Waiver has enabled some secondary students to participate in CCP, but this model has limitations. For instance, CTE courses often have higher course fees associated with the cost to deliver content. Colleges have therefore waived these fees for secondary students to complete. The IPW also presents limitations on who can participate based on predetermined cohorts. Those cohorts are typically low income (verified by the individual students free or reduced lunch eligibility), first generation college students (parents do not have a bachelor's degree), and students from the Appalachian Region. There is also an annual review of the implementation of the IPW at each school. If the school does not get approval to continue the IPW those students will lose the opportunity to continue the coursework the following year.

Prior to COVID, the Ohio Department of Education released RFPs for additional funding for students to complete courses that were aligned with industry and delivered industry-recognized credentials. Does the state have a plan to offer funding for these courses?

As Colleges often have the expertise and infrastructure to deliver these programs to secondary students, connecting them to industry-driven content and creating a faster pathway to employment, this funding would allow students to take these college-level CTE-based courses, utilizing the equipment and expertise of college faculty, and providing them opportunities to move to high-demand, high wage careers prior to high school graduation, and potentially an associate degree or apprenticeship.

Thank you for completing the FY21 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.



**Hocking College
Board of Trustees Action**

Date: October 21, 2021

Submitted by: Mark Fuller

SUBJECT:

Medical Insurance Premium Increase for Calendar Year 2022

BACKGROUND:

Hocking College, through South Central Ohio Insurance Consortium (SCOIC), offers medical insurance benefits to eligible employees. Hocking College joined SCOIC in 2016 as part of an initiative to provide quality medical insurance benefits to its employees at a reasonable price.

The initiative has successfully allowed Hocking College to achieve minimal increases in premiums despite state and national trends in healthcare costs. Below is a summary of Hocking College's medical insurance premium increases compared to the state average according to the Ohio Employment Relations Board.

	<i>Hocking College</i>	<i>State Average</i>	<i>Difference</i>
<i>2020 Single Coverage</i>	2.2%	4.8%	2.6%
<i>2020 Family Coverage</i>	2.2%	6.7%	4.5%
<i>2021 Single Coverage</i>	0.0%	4.6%	4.6%
<i>2021 Family Coverage</i>	0.0%	3.9%	3.9%

RECOMMENDATION:

The Board of Trustees approve a motion to increase Hocking College's Medical Insurance Premiums by 3.0% for Calendar Year 2022, in accordance with SCOIC's analysis.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT

Motion will allow Hocking College to continue to offer medical benefits at an affordable rate, while maintaining appropriate levels of funding for future claims.

FISCAL IMPACT

The 3.0% increase equates to an estimated annual premium increase of \$65,000. The burden of this increase will be split between Hocking College (\$52,000) and participating employees (\$13,000).

The per-pay increase for single coverage employees will be \$2.37. The per-pay increase for family coverage employees will be \$7.03.



Motion to approve a 3.0% increase in Hocking College's Medical Insurance Premiums for calendar year 2022.

Adopted: 10/21/2021

Approved: 



**Hocking College
Board of Trustees Action**

Date: October 21, 2021
Submitted by: Jacqueline Hagerott

SUBJECT: Free Speech and Harassment Policy

BACKGROUND:

At Hocking College (College), members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct and all other published rules, regulations and policies. These standards are embodied by a set of core values that include *Respect, Community, Integrity, and Responsibility*. All members of the campus community bear responsibility for their conduct.

The Hocking College community derives great strength from bringing together people from different backgrounds and learning from their experiences. Hocking College takes seriously its role in promoting and supporting public discourse. We are steadfastly committed to protecting the First Amendment right to free speech and expression on our campuses. Encouraging individuals to share their varying thoughts and perspectives enriches the university environment and can allow community members to experience new ideas.

As a result of recently passed legislation (Ohio Revised Code (ORC) Section 3345.0212) Hocking College shall "adopt a policy on harassment that is consistent with and adheres strictly to its definition in section 3345.0211 of the Revised Code.

RECOMMENDATION: Adopt the Free Speech and Harassment Policy pursuant to ORC 3345.0212.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

Hocking College is in compliance with the law.

FISCAL IMPACT: None



Motion to approve the Free Speech and Harassment Policy

Adopted: 10/21/2021

Approved: 
Ben Mitchell, Chairman



Policy Category: Academic & Student Affairs

Policy Number: 54.005

Policy Issued: September 14, 2021

Policy Revised:

Policy Reviewed:

Policy Title: Free Speech and Harassment

Policy Board Approved: Pending Board Approval October 2021

Purpose

At Hocking College (College), members of the community are expected to uphold and abide by certain standards of conduct that form the basis of the Student Code of Conduct and all other published rules, regulations and policies. These standards are embodied by a set of core values that include *Respect, Community, Integrity, and Responsibility*. All members of the campus community bear responsibility for their conduct.

The Hocking College community derives great strength from bringing together people from different backgrounds and learning from their experiences. Hocking College takes seriously its role in promoting and supporting public discourse. We are steadfastly committed to protecting the First Amendment right to free speech and expression on our campuses. Encouraging individuals to share their varying thoughts and perspectives enriches the university environment and can allow community members to experience new ideas.

Scope

This policy applies to Hocking College students, student groups, faculty, staff and employees.

Ohio Revised Code Section 3345.0212 requires each public university in Ohio to adopt a policy on harassment that is consistent with and adheres strictly to the definition of harassment in section 3345.0211 of the Ohio Revised Code.



The College believes that the right of expression is as necessary as the right of inquiry and that both must be preserved as essential to the pursuit and dissemination of knowledge and truth. However, the College's commitment to freedom of expression does not extend to harassment. Under section 3345.0211, harassment is defined as conduct and/or expression that is:

1. not protected by the First Amendment to the United States Constitution or Article I of the Ohio Constitution (Unprotected Expression);
2. unwelcome; and
3. so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the individual's education program or activity.

Expression (either in person, in writing or by telecommunication) must meet all three elements to be actionable under this policy. This policy applies to alleged harassment that takes place on Hocking College Campus, or at a College Activity, or in connection with a College recognized program or activity.

Pursuant to Ohio Revised Code Section 3345.0213

Outdoor areas of any Hocking College Campus are public forums for campus communities. Hocking College shall not create "free speech zones" or designate other outdoor areas of campuses where expressive activities are prohibited.

Hocking College may maintain and enforce reasonable time, place, and manner restrictions specifically developed in service of a significant institutional interest only when such restrictions employ clear, published, viewpoint- and content-neutral criteria, and provide for ample alternative means for expressive activities. Any such restrictions shall allow for members of a campus community to spontaneously and contemporaneously assemble and distribute literature.

Pursuant to Ohio Revised Code Section 3345.0212

Hocking College shall not charge security fees to a student or a student group based on the content of their expression, the content of the expression of their invited guest, or the anticipated reaction to an invited guest's expression.

Hocking College shall make public in its handbook, on its web site, and in its orientation programs for students the policies, regulations, and expectations of students regarding free expression on campus; and develop and distribute materials, programs, and procedures to individuals responsible for the education or discipline of students to inform them of the policies, regulations, and duties of the institution regarding free expression on campus.

Students, faculty, and staff should report alleged violations of this policy to <https://www.hocking.edu/report-it>.

This policy shall not be construed to impair any right or activity, including speech, protest, or assembly protected by the U.S. Constitution.



Nothing within this policy shall be interpreted as preventing Hocking College from restricting expressive activities that the First Amendment of the U.S. Constitution or Article I, Sections 3 and 11 of the Ohio Constitution does not protect. Further nothing in this policy shall be interpreted as restricting or impairing the College's obligations under federal law including, but not limited to, Title IV of the Higher Education Act of 1965, Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act, Age Discrimination in Employment Act and the Age Discrimination Act of 1975 as addressed through its non-discrimination and Title IX policies.

The President may adopt procedures to administer this policy.

Definitions

"College Activities" include any activities sanctioned by the College regardless of whether the activity takes place on or off a Hocking College Campus.

"Hocking College Campus" means all property owned, leased, or controlled by Hocking College, including surrounding areas such as sidewalks, bike paths, driveways, and parking lots.

"Student" means an individual currently enrolled at the College.

As used in this section and sections [3345.0212](#) to [3345.0214](#) of the Revised Code:

(1) "Benefits" has the same meaning as in section [3345.023](#) of the Revised Code.

(2) "Campus community" means students, student groups, faculty, staff, and employees of a state institution of higher education and their invited guests.

(3) "Expressive activities" means any lawful verbal, written, audiovisual, or electronic means by which individuals may communicate ideas, including all forms of peaceful assembly, protests, speeches, distribution of literature, carrying and displaying signs, and circulating petitions.

(4) "Harassment" means unwelcome conduct that is so severe, pervasive, and objectively offensive that it effectively denies an individual equal access to the individual's education program or activity.

(5) "Materially and substantially disrupts" means when a person, with the intent to, or with knowledge of doing so, significantly hinders another person's or group's expressive activity, prevents communication of their message, or prevents the transaction of the business of a lawful meeting, gathering, or procession by either:

(a) Engaging in violent or otherwise unlawful behavior; or



(b) Physically blocking or using threats of violence to prevent any person from attending, listening to, viewing, or otherwise participating in an expressive activity. This shall not include conduct that is protected under the First Amendment to the United States Constitution or Section 3 of Article I of the Ohio Constitution.

(6) "Outdoor areas of campus" means the generally accessible outside areas of campus where members of the campus community are commonly allowed, such as grassy areas, walkways, and other similar common areas. This does not include outdoor areas where access is restricted to a majority of the campus community.

(7) "State institution of higher education" has the same meaning as in section [3345.011](#) of the Revised Code.

(8) "Student" means any person who is enrolled on a full-time or part-time basis in a state institution of higher education.

(9) "Student group" means an officially recognized group at a state institution of higher education, or a group seeking official recognition, comprised of admitted students that receive, or are seeking to receive, benefits through the institution of higher education.

The provisions and requirements of sections [3345.0212](#) to [3345.0214](#) of the Revised Code supersede any rule, policy, action, communication, or requirement of any state institution of higher education. No rule, policy, action, communication, or requirement shall contradict or diminish the effect of those sections of the Revised Code.