

MINUTES

HYBRID VIRTUAL MEETING

Date: October 20, 2025

The regular meeting (Hybrid) of the Hocking College Board of Trustees was held Monday, October 20, 2025. Members either signed in on the provided link or attended in person at the Lodge at Hocking College.

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

CALL TO ORDER

Ben Mitchell called the meeting to order at 6:06 pm

ROLL CALL

Stephen Powell, Board Secretary, called the roll:

Board members present: Trustees Jeanie Addington, Mike Budzik, Stuart Brooks (Late to meeting Virtually), Jessica Hoag, Alan McMillan, and Ben Mitchell.

Board members absent: Trustees Leon Forte' and Shaun North.

Members present constitute quorum.

APPROVAL OF MINUTES

Chairman Ben Mitchell asked if there were any changes to the minutes from the August 11, 2025 regular meeting. A motion was made by Trustee Jeanie Addington and seconded by Trustee Jessica Hoag to approve the August 11, 2025, Board of Trustees minutes. The motion was unanimously approved.

Board of Trustees Organizational Appointments

For Chairman Ben Mitchel was nominated by Mike Bidzik and Seconded by Jeanie Addington. Mike Budzik was nominated for the Vice-Chairman position by Ben Mitchel and seconded by Jeanie Addington. Mark Fuller was selected to remain the Treasurer and Stephen Powell was selected to remain the Secretary. The nominees were appointed by Unanimous vote of trustees.

EXECUTIVE SESSION

No Executive Session Needed.

PRESIDENT'S REPORT

Dr. Young gave the following report:

BOT 2026 meeting dates: Shared selected dates for the 2026 Board meeting dates.



Board of Trustees 2026 Meeting Dates

- Monday, February 23, 2026 at 6:00pm / The Lodge at Hocking College
- Monday, April 27, 2026 at 6:00pm / The Lodge at Hocking College
- Monday, June 1, 2026 at 6:00pm / The Lodge at Hocking College
- Monday, August 17, 2026 at 6:00pm / The Lodge at Hocking College
- Monday, October 5, 2026 at 6:00pm / The Lodge at Hocking College
- Monday, December 7, 2026 at 6:00pm / The Lodge at Hocking College

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

Strategic Plan 2022-2027 Revised 2025

Autumn 2025 Commencement is December 13, 2025

A Place For Everyone

Strategic Plan 2022 - 2027

Revised 2025



Table Of Contents

Letters From Leadership.....	1-2
Board of Trustees.....	3
Mission, Commitment, and Vision.....	4-6
College Values.....	7-8
Purposes.....	9-10
Institutional Outcomes.....	11
Strategic Action Plan.....	13-14
Strategic Priorities.....	15-16
Institutional Initiatives.....	18-21



Strategic Plan for 2022-2027

Thank You



Dear Hocking College Community:

As Chairperson of the Hocking College Board of Trustees, I remain deeply grateful to all the members of the Board of Trustees for their service, and their dedication to advancing the mission of Hocking College. The strategic priorities and institutional initiatives in this Strategic Plan are the result of comprehensive conversations drawing on insights from our community, our students, our faculty and staff, and members of the Board of Trustees.

I am proud of how well Hocking College has come through the worst phases of the pandemic. Our students, and our faculty and staff, are to be commended for their resilience these past several months, and I thank them all for their sustained dedication to the education of students and the economic development of the region.

I want to thank President Young and all the members of the Hocking College community for their participation in discussions that have led to this Strategic Plan.

Sincerely,

Ben Mitchell
Chairman of the Board of Trustees
Hocking College

A Good Life



Dear Hocking College Community:

What is it we all have in common? We desire a "good life" as we each define what that means. I am proud of the many programs, co-curricular, work college opportunities, apprenticeships, short term certificates and pathways Hocking College has created to prepare students for a good life beyond college. My family and I have benefited from the Ohio system of higher education which fuels my passion to bring those opportunities to others who want their good life.

This strategic plan has been developed with input from our campus and local community to guide our priorities over the next five years. The pandemic, technology, social issues, changing demographics, shifting attitudes about education and job markets are among the factors that are influencing our future. The pace of change has continued to increase challenging us to think about new delivery modes, relevant programming, student needs and what our industry will look like in the near future.

I am grateful to the Hocking College community for engaging in the many strategic planning conversations we have had in 2021 and the continuous improvements we have made under the previous plan, Beyond The Horizon 2017-2022. Our graduates are experiencing multiple job offers and success in their chosen career fields. We are that pathway to prosperity for those who seek to learn as our mission states. With the desire for a successful life and career beyond college and a strong work ethic the future of a Hocking College graduate is filled with great opportunity for a good life.

As the job market has evolved so has the programming at Hocking College remaining relevant to our community and our employers. The employer based advisory committees for each of our programs provides the real time input into curricular changes to ensure our students are ready for work when they graduate. Hocking College provides a guarantee for all graduates in their first year of employment beyond college to assure employer satisfaction. Our receiving four-year partners find our transfer students to be well prepared for their next steps and we have the satisfaction of knowing we have saved those students thousands of dollars by choosing Hocking College for their gateway to higher education. Our College Credit Plus students who are currently in high school and taking college classes, likewise, have saved over a million dollars annually by taking dual credit courses and building their pathway to a good life.

Each year, throughout this plan, we will renew this plan with initiative development and assessment to assure we stay on track with our priorities and are meeting student needs. Thank you to the Trustees of Hocking College, our faculty, staff and students and our community for your input. Together we will be stronger and together we will live a good life.

Sincerely,

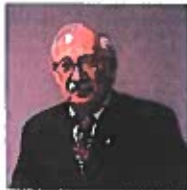
Betty Young, PH.D., JD., LL.M.
President
Hocking College



Board of Trustees



Ben Mitchell
Chairman



Mike Budzik
Vice-Chairman



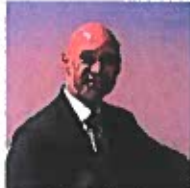
Jeanette Addington
Trustee



Shaun North
Trustee



Stuart Brooks
Trustee



Leon Forte
Trustee



Jessica Hoag
Trustee



Alan McMillan
Trustee

3

College Mission

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





Statement of Commitment

At Hocking College, we are committed to transforming the lives of our students by providing an accessible, high-quality, and student-centered education in a caring, supportive environment. In alignment with our mission to prepare students for careers, advanced education, and lifelong learning, We affirm the following principles as part of our institutional commitment under Section 3345.0216 of the Ohio Revised Code:

1) **Commitment to Free and Rigorous Inquiry**

Hocking College will educate students through free, and rigorous intellectual inquiry in pursuit of truth. We support a learning environment that encourages critical thinking, evidence-based reasoning, and civil discourse.

2) **Fostering Independent Thought**

We believe our duty is to provide all students the opportunity to develop the intellectual skills needed to reach their own informed conclusions. Our faculty and staff are dedicated to guiding students without imposing personal ideology or political bias.

3) **Upholding Free Speech and Lawful Assembly**

Hocking College will not prohibit free speech or lawful assembly. We foster a community where expression is protected and where voices can be heard respectfully and lawfully.

4) **Creating a Respectful Community of Inquiry**

We are committed to a campus culture rooted in civil and free inquiry. This includes support for individual autonomy, for personal and academic growth, and support for differing opinions and perspectives that naturally arise in a varied academic community.

5) **Ensuring Opportunities and Individual Dignity**

Hocking College will treat all faculty, staff, and students as individuals, holding all to common standards and ensuring common opportunities, and individual dignities. We do not discriminate based on race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.

This Statement of Commitment will be displayed prominently alongside our mission statement on our website and in all materials where the mission statement appears.

Vision

The Hocking College Board of Trustees, administration, faculty and staff share a vision that honors the Hocking College legacy of innovation and creativity: delivering relevant programs in high-demand career pathways including transfer programs. Hocking College will be a partner and a leader in regional economic development to address social and economic disparity and provide upward mobility to those we serve. We aspire to provide an affordable comprehensive college experience with opportunity for development of the mind, body and spirit, to be a welcoming place for those who seek a relevant world-class and hands-on experiential learning experience in a caring, supportive and nurturing environment.



6

College Values

EXCELLENCE IN EDUCATION

We value experience-based learning, student success and development both inside and outside the classroom. We are committed to student leadership, academic completion, career readiness, job placement and maximizing transfer credit.

CONTINUOUS IMPROVEMENT AND INNOVATION

As we teach, so shall we learn. We value a quality learning and working environment through the development of data-informed processes and a climate that support creativity. We seek to discover best practices to serve our students in excellence.

RESPONSIVE AND RELEVANT PROGRAMMING

As a dynamic and evolving institution, we value innovating with partners in economic development and higher education to provide experience-based, entrepreneurial, responsive and relevant opportunities for our students to learn and grow, and to cultivate expertise toward their future careers, and to develop their transfer opportunities.





COMMITMENT TO COMMUNITY

We value an environment that encourages input from our students, our community and each other. We foster a culture of collegial community, both within Hocking College and in the society we inhabit. We value local, state, national and international, new, continued and renewed partnerships that unite the campus and community. Service learning and entrepreneurship are integral aspects of student success and encourages the pursuit of the greater good for our world.

ACCESS AND COMPLETION

As an open-access institution, we value our entire student population: the career-focused student, the transfer student, the early access grade 8-12 student and the lifelong learner. We are committed to providing opportunities for all those seeking an education and providing supportive services to enhance the learning experience leading to skill development, certificate and degree completion.

WELL-BEING

We value optimizing the benefits of learning by appreciating the whole person, and advancing the authentic learning of all aspects of balanced well-being, including physical, psychological, spiritual, financial, social, cultural and personal well-being.

Purposes

Hocking College serves seven specific purposes, which as an institution of higher education is dedicated to fulfilling in furtherance of the mission.

TECHNICAL CAREER PREPARATION AND ENHANCEMENT

We provide hands-on technical education that prepares learners to be successful in the workplace. Learning opportunities prepare individuals with specific knowledge, skills and attitudes for entry-level technical positions and for career advancement. Academic, professional and government standards are utilized to measure success.

GENERAL EDUCATION

Our General Education Program is built on the belief that general education is essential to all work and participation in local and global societies. General knowledge, skills and attitudes, known as Institutional Outcomes, have been adopted. These represent minimum expectations for a college-educated adult. Institutional Outcomes are woven into and assessed throughout the curriculum.

STUDENT DEVELOPMENT

We will support intentional co-curricular high-impact experiences where students can integrate their academic, personal and career development through collaborative academic and local engagement initiatives. Comprehensive personal and academic development will be promoted in college residence halls, athletic programs, college work programs, in policies & procedures, and the Academic Success Center will help develop students for a life of success beyond college.



TRANSFER

We collaborate with other institutions of higher education and with high schools to facilitate students' smooth passage between institutions. The transfer module, associate of individualized studies, applied associate degrees and transfer agreements with other institutions of higher education provide pathways for transfer of programs and courses.



COLLEGE READINESS

We are committed to providing dual credit within high schools, accelerating the students' time to degree and reducing financial stress for students and their families. We are committed to creating an environment of learning and academic support that helps students to persist, and develop the confidence and skills to succeed.

ECONOMIC DEVELOPMENT

We will help enhance the economic vitality of the community by providing customized education and training for local employers and organizations, and by collaborating with other institutions of higher education and community partners to recruit new employers to the area. We will work actively with advisory groups, local, regional, national and international organizations to assist with business development and economic expansion.



LIFELONG LEARNING

We are a learning community committed to enhancing and enriching each of our community members through broad-ranging educational opportunities offered throughout their lives. We foster learning as a continuous journey toward increased support for academic and professional success and all other members of our extended community.

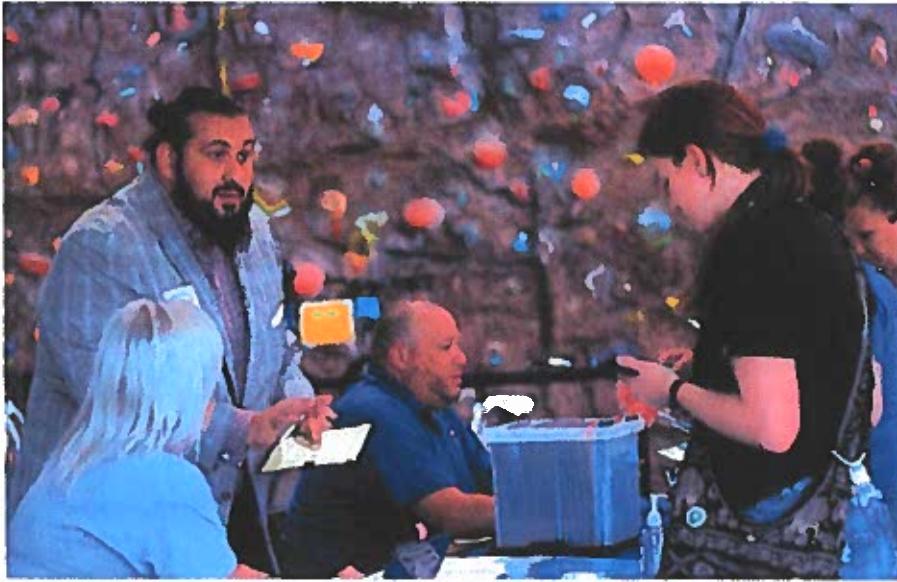


Institutional Outcomes

These Institutional Outcomes have been adopted as expectations for success beyond College.

- 1** Demonstrate sound critical thinking, information literacy and technological competency in the production of academic writing and presentations.
- 2** Apply the methods of mathematical, statistical or analytical reasoning to critically evaluate data, solve problems and effectively communicate findings.
- 3** Demonstrate an awareness of the social, political and economic trends past and present which shape individuals, institutions and communities in the modern world.
- 4** Demonstrate a foundation of knowledge in the natural sciences based on theory and laboratory skills.
- 5** Cultivate ethical values, personal wellness and personal learning strategies in the development of the whole person, mind, body and spirit.
- 6** Integrate content material to application in the workforce and apply discipline specific knowledge and skills to successfully transfer or effectively meet the expectations of internships, workplace, volunteerism and/or entrepreneurship endeavors.
- 7** Effectively utilize the Ethical and Professional application of current information and technologies using Artificial Intelligence (AI) too create solutions, and adapt to evolving professional environments.

11





2025 PROCESS FOR REVISION OF THE STRATEGIC PLAN

There were many changes in the first quarter of 2025 that require the College to revisit the entirety of the current strategic plan while engaging in the annual process of setting the strategic initiatives for 2025-26 academic year. These changes occurred at the federal and state levels and include appropriate language and policies around diversity, inclusion, and equity; funding for students and availability of grants and other funding for the institution; policies on operations and expectations set forth and technology advancements. As a result of these occurrences Hocking College began the process of reviewing and revising the current strategic plan to meet the student and institutional needs and requirements through 2027.

The process began with an environmental scan and close reading of all state and federal legislation and administrative orders directed to the college. In May, the senior leadership of the college held a retreat to review the current strategic plan page by page. Revisions were made to the Core Values, Purpose, Institutional Outcomes and Strategic Priorities to reflect changes in legislation and other directives, and the current college environment and needs of students. This was not a complete overhaul of these items but rather revisions that took into account the new mandates. Input from the academic divisions and departments was received through the Deans and other administrators present at the retreat.

In addition to the revisions a Statement of Commitment was developed in accordance with Ohio Senate Bill 1. The language of the statement is taken directly from the bill's required language.

The draft of the strategic plan was presented to the Board of Trustees at the June 2025 meeting. As per the usual schedule the annual initiatives were also presented to the Board of Trustees for approval. The final draft of the strategic plan will be shared with the campus community at the first Communications Meeting in the Autumn Semester (August) for input and finalizing the document for Board Approval at their next meeting.

Strategic Planning Process

2022 - 2027

BACKGROUND & PLAN DEVELOPMENT

- 1** The Strategic plan for Hocking College is grounded in our values, purposes and traditions of the College, which help define the mission specific to the community we serve. Hocking College developed its Strategic Priorities through a collaborative process, which will be translated into action, resource allocation, and result in Institutional Initiatives for each academic year from 2022 through 2027.
- 2** The plan was developed over several months with the intentional inclusion of all constituent groups - students, faculty, staff, administrators, community and the Board of Trustees. The first step was to review the previous plans, mission, values and current status of programs and projects that affect the future of the College. Next, a survey was developed to solicit specific information about the strategic issues relevant to the various constituent groups. Over 200 students participated in this survey. In addition, all faculty and staff and a wide range of community members were surveyed.
- 3** In addition to the surveys, a series of strategic conversations were scheduled for the Board of Trustees and for faculty and staff, beginning with questions about challenges on the horizon for higher education in general and Hocking College in particular, specific opportunities available to the College, and finally how the College can adapt to succeed in the next five years.

4 The planning process resulted in a set of annual institutional initiatives for the coming academic year. These initiatives will be reviewed and revised each year of the Strategic Plan period of 2022-2027.

5 On February 17th, 2022 the Board of Trustees approved the Hocking College Strategic Plan for 2022-2027.



15

Strategic Priorities

The following priorities are a result of the strategic planning process:

PRIORITY 1: Teaching and Learning; Graduating Citizens of the World

Building on the Hocking College legacy of world-class innovative hands-on experiential teaching and learning to develop relevant workplace, academic and life skills providing a pathway to prosperity in an interconnected society on a journey that is a fulfilling life. We will expect fairness and respect for each person, and we will teach and learn from each other how to live together in our multicultural world.

PRIORITY 2: Regional Development for Prosperity

Strengthening on the legacy of innovation, relevance and resilience within new market economies in collaboration with community partners, Hocking College will emerge as a regional leader. We will strengthen ties to communities we serve, joined together by a shared vision, passion and purpose to improve the number of individuals earning post-secondary credentials, provide pathways supporting regional economic development, entrepreneurship, upward mobility and reducing generational poverty.

PRIORITY 3: Foster a Culture of Shared Responsibility and Accountability

In a performance-based funding model and market driven economy, Hocking College will hold itself accountable continually improving institutional and individual performance. We will provide excellence in customer service to students and each other. We will use performance indicators and benchmarks to relevant standards leading to improved performance, efficiency and stewardship of resources.

PRIORITY 4: Engagement and Enrollment Optimization

Enrolling students in certificate, degree, life-long learning, dual credit, workforce development and special interest programming to meet educational and regional development needs. Supporting veteran and current military personnel and their families' success as a veteran friendly institution. Engage all stakeholders in delivery of the Hocking College mission and strategic priorities. A key performance indicator will be our ability to deliver educational value, retaining students to completion with exemplary student and employer or transfer institution satisfaction.

PRIORITY 5: Sharing Our Story

Demonstrating to the region and the world the advantages of a Hocking College education. Enhance our reputation as a world-class college of first choice, an affordable college experience with excellence in academic and career programs in a kind, caring and nurturing environment that places our student's success first. We will advocate for students, resources and policies to improve our ability to deliver on the mission.

PRIORITY 6: Advancing Innovation Through Technology

Hocking College will lead in the integration of Artificial Intelligence (AI) and emerging technologies to enhance teaching, learning, workforce readiness, and institutional operations. Through investment in digital tools, faculty development, student engagement, and ethical application of technology, the college will prepare graduates to thrive in evolving industries and support lifelong adaptability.



Institutional Initiatives

2022 - 2023

INITIATIVE ONE

To strengthen our organizational culture of caring for students and their success, we will expand institutional practices and the support infrastructure to predict and respond to instances that jeopardize student academic and behavioral success. We will clarify responsibilities and procedures for real-time intervention and continued support to promote student success.

INITIATIVE TWO

To prepare students for success beyond college, we will develop a comprehensive program of intentional offerings with opportunities to learn and practice professional skills for the workplace, with the goal of graduating on time, with multiple job offers and/or transfer plan, and a plan for financial independence.

INITIATIVE THREE

To continue to refine our institutional capacity for teaching, we will develop and implement a comprehensive faculty evaluation model for continuous improvement and continuing professional development for faculty.

Institutional Initiatives

2023 - 2024

INITIATIVE ONE

To strengthen our organizational culture of caring for students and their success, we will expand institutional practices and the support infrastructure to predict and respond to instances that jeopardize student academic and behavioral success. We will clarify responsibilities and procedures for real-time intervention and continued support to promote student success.

INITIATIVE TWO

To prepare students for success beyond college, we will develop a comprehensive program of intentional offerings with opportunities to learn and practice professional skills for the workplace, with the goal of graduating on time, with multiple job offers and/or transfer plan, and a plan for financial independence.

INITIATIVE THREE

To continue to refine our institutional capacity for teaching, we will develop and implement a comprehensive faculty evaluation model for continuous improvement and continuing professional development for faculty.

INITIATIVE FOUR

To innovate our academic offerings, we will develop, implement, and evaluate new course delivery models in selected academic areas that more effectively meet individual learning, utilize instructional design, apply competency assessment and technology tools, and facilitated learning communities.

Institutional Initiatives

2024 - 2025

INITIATIVE ONE

To strengthen our organizational culture of caring for students and their success, we will develop institutional practices and the infrastructure to predict and respond to instances that jeopardize student academic and behavioral success. We will clarify responsibilities and procedures for real-time intervention.

INITIATIVE TWO

To prepare students for success beyond college, we will develop a comprehensive program of intentional offerings with opportunities to learn and practice professional skills for the workplace, with the goal of graduating on time, with multiple job offers and/or transfer plan, and a plan for financial independence.

INITIATIVE THREE

To continue to refine our institutional capacity for teaching, we will develop and implement a comprehensive faculty evaluation model for continuous improvement and continuing professional development for faculty.

INITIATIVE FOUR

To innovate our academic offerings, we will develop, implement, and evaluate new course delivery models in selected academic areas that more effectively meet individual learning, utilize instructional design, apply competency assessment and technology tools, and facilitated learning communities.

Institutional Initiatives

2025 - 2026

INITIATIVE ONE

To continue to refine our institutional capacity for teaching, we will develop and implement a comprehensive faculty evaluation model for continuous improvement and continuing professional development for faculty.

INITIATIVE TWO

To empower foster youth with stability, education, and opportunities, transforming their futures through comprehensive support at Hocking College. Hocking College will address the critical gap for foster youth that are aging out of the foster care system at 18 years of age without secure housing, financial resources, or access to higher education. Hocking College will launch the Fostering Talent program to support these young adults in building independent, successful lives by providing housing, meals, education pathways, and on-campus employment opportunities.

INITIATIVE THREE

Hocking College will become an AI Centric Institution. By fully integrating artificial intelligence into academic programs, student services, workforce development, and operational practices. Hocking College will prepare the next generation of learners for an AI-driven world, ensuring regional leadership and national relevance.

INITIATIVE FOUR

Hocking College will pursue baccalaureate degree in areas whereby we have expertise and there is a need to serve the workforce development needs of employers.



Strategic Plan 2022-2027



Hocking College

3301 Hocking Parkway
Nelsonville, OH 45764

WWW.HOCKING.EDU

MOTION:

A motion was made by Trustee Alan McMillan and seconded by Trustee Mike Budzik to accept the Hocking College Revised Strategic Plan 2022-2027. The motion was passed unanimously.



**Hocking College
Board of Trustees Action**

Date: October 20, 2025
Submitted by: Dr. Betty Young

SUBJECT: Hocking College Revised Strategic Plan 2022-2027

BACKGROUND: In compliance with Substitute Senate Bill Number 1 of the 136th Ohio General Assembly, Section 3345.0216, Hocking College has reviewed and updated the Strategic Plan

RECOMMENDATION: The recommendation is to adopt the Revised Strategic Plan 2022-2027.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

FISCAL IMPACT: The Strategic Plan will have no fiscal impact on the college.

COMMENTS: None



Motion to Accept the Hocking College Revised Strategic Plan 2022-2027

Adopted: 10/20/2025

Approved: 
Chairman

AI-Centric Transformation Initiative

Dr. Young Presented the AI-Centric Transformation Initiative so that Hocking College can be Leading the Future of Applied AI Education.

Hocking College AI-Centric Transformation Initiative

Title: Hocking AI 2027: Leading the Future of Applied AI Education

Executive Summary

Hocking College, with its strong tradition in experiential learning and workforce development, will embark on a bold transformation to become an AI-Centric Institution by 2027. By fully integrating artificial intelligence into academic programs, student services, workforce development, and operational practices, Hocking College will prepare the next generation of learners for an AI-driven world, ensuring regional leadership and national relevance.

Vision AI 2027

Position Hocking College as the premier two-year institution for applied AI education, workforce innovation, and community advancement through the full integration of artificial intelligence across all domains of institutional operation.

Mission AI 2027

A Pathway to Prosperity, empower students, faculty, and the community with cutting-edge AI knowledge, tools, and practices, fostering lifelong learning, economic mobility, and ethical leadership in an evolving digital economy.

Strategic Pillars AI 2027

1. Curricular Integration

- Embed AI literacy across *all programs*, from health sciences to natural resources to business and arts.
- Launch *new associate degrees and certificates* in Applied AI, AI in Healthcare, AI in Cybersecurity, and AI in Environmental Science.
- Implement *AI Across the Curriculum* initiatives (similar to "writing across the curriculum"), ensuring every graduate demonstrates AI competency.

2. Faculty & Staff Development

- Provide *mandatory AI training* for all faculty and staff, including AI pedagogy workshops, digital tools certification, and ethical AI use seminars.

- Establish an *AI Teaching Innovation Lab* to support AI-driven course design, assessment, and digital learning strategies.

3. Student Success and Services

- Deploy AI-based *adaptive learning platforms* for personalized instruction.
- Implement *AI-powered advising, career counseling, and mental health supports*.
- Create *AI Student Fellows* program: select students annually to conduct research and lead peer AI literacy projects.

4. Operational Excellence

- Utilize AI for *institutional analytics*, enrollment management, financial forecasting, and facilities maintenance.
- Adopt AI-driven solutions for *student engagement, retention analysis, and predictive interventions*.
- Pilot *autonomous campus systems* (e.g., AI security monitoring, smart energy management).

5. Workforce and Community Partnerships

- Partner with leading AI companies, government agencies, and nonprofits to align curriculum with industry needs.
- Launch *Hocking AI Workforce Hub* for microcredentialing, upskilling, and employer-employee matchmaking.
- Offer *community AI literacy bootcamps* and *public AI ethics forums*.

6. Research, Innovation, and Entrepreneurship

- Establish the *Hocking College Center for Applied AI Research and Innovation* focused on real-world AI applications for rural and regional development.
- Sponsor *AI Innovation Challenges* and *Startup Incubators* targeting students and community entrepreneurs.

Governance and Implementation

- **Steering Committee:** Form an *AI Transformation Council* with faculty, staff, students, and external advisors.
- **Timeline:**
 - Phase 1 (2025): Infrastructure Development and Pilot Programs
 - Phase 2 (2025–2026): Campus-wide Integration and New Program Launch
 - Phase 3 (2026–2027): Full Institutional AI Centricity

Here's the one-page executive version of the Hocking College AI-Centric Transformation Initiative:

Hocking College AI 2027

Vision AI 2027

As a Pathway to Prosperity Hocking College will become the leading two-year, AI-Centric institution of higher education by 2030, pioneering the integration of artificial intelligence across academics, operations, workforce development, and community engagement.

Mission AI 2027

To empower students, faculty, and the region through comprehensive AI education and innovation, preparing ethical, adaptive leaders for an AI-driven economy.

Strategic Focus Areas

- **Curriculum:**
 - AI Across All Disciplines
 - New degrees and certificates in Applied AI fields
- **Faculty & Staff:**
 - Universal AI training
 - AI Teaching Innovation Lab
- **Student Services:**
 - AI-powered advising, tutoring, and wellness
 - AI Student Fellows leadership program
- **Operations:**
 - Institutional analytics and predictive services
 - Smart campus automation
- **Community & Workforce:**
 - Hocking AI Workforce Hub
 - Public AI literacy initiatives
- **Research & Entrepreneurship:**
 - Center for Applied AI Research and Innovation
 - AI Startup Incubators and Innovation Challenges

Key Implementation Phases

- **2025:** Infrastructure and pilot programs
- **2025–2026:** Campus-wide curriculum and AI services expansion
- **2026–2027:** Full AI-centric institutional integration

Outcomes by 2027

- 100% of graduates AI literate
- 100% of courses enhanced with AI technology
- 30% increase in AI-related job placements (where is the baseline)
- National recognition for AI innovation in higher education

Commitment to Ethics

All initiatives will adhere to a Hocking College AI Ethics Framework, prioritizing fairness, privacy, transparency, and accountability.

Tagline

Hocking AI 2027: Learning. Leading. Transforming the Future.

Here's the Detailed Project Roadmap (Quarterly) for Hocking AI 2027:

Hocking College AI 2027

Detailed Project Roadmap – Organized by Quarter

Phase 1: Foundation Building (2025)

Q1 2025

- Form AI Champions Group (faculty, staff, students, industry partners)
- Conduct campus-wide AI-readiness assessment (skills, infrastructure, curriculum)
- Launch internal AI awareness campaign ("Why AI at Hocking?")
- Host first campus-wide AI Awareness Week "AI in Appalachia" (speakers, panels, demos) October 2024
- Begin faculty and staff AI training (AI Literacy I, Ethics I)

Q2 2025

- Select AI platform partners including ChatGPT for Education, (adaptive learning, analytics, advising)
- Launch AI Student Fellows program (first cohort)
- Launch AI Teaching Innovation Lab
- Apply for BILT Academy (assume acceptance) and begin with Cybersecurity Program

Q3 2025

- Define AI learning outcomes for all degree programs
- Require all courses have an AI-touched point (required for all courses on the fall schedule)
- Apply for major grants (NSF, DOE, private foundations)
- Host annual regional AI and Workforce Innovation Summit at Hocking

Q4 2025

- Build community partnerships for the Hocking AI Workforce Hub
 - Review and expand industry advisory boards for AI program alignment in partnership with BILT Academy
-

Q1 2026

- Begin smart campus projects (energy management, security pilots)
- Establish AI curriculum integration teams for each school division
- Pilot AI-assisted advising and career services
- Begin AI-based predictive analytics for enrollment and retention
- Officially launch AI Across the Curriculum initiative

Q2 2026

- Beta test new AI-infused associate degree programs (Applied AI, AI in Healthcare)
- Deploy adaptive learning platforms in developmental and gateway courses
- Offer first public AI Literacy Bootcamp for the community
-

Q3 2026

- Assess first-year pilot results (student outcomes, faculty feedback, infrastructure performance)
- Expand faculty AI training (AI Literacy II, Advanced AI Pedagogy)

Q4 2026

- Formalize AI Ethics Framework and policies for campus-wide use
 - Secure second-round grant funding and corporate sponsorships
 - Update strategic plan based on pilot results and scaling readiness
 - Host annual regional AI and Workforce Innovation Summit at Hocking
-

Phase 2: Expansion and Scaling (2027–2028)

Q1 2027

- Expand AI-enhanced courses touch points in all courses
- Implement AI-powered personalized student learning dashboards
-

Q2 2027

- Launch Hocking AI Workforce Hub (micro-credentials, certificates)
- Open Hocking College Center for Applied AI Research and Innovation
- Expand AI in operational functions (finance, marketing, facilities)

Q3 2027

- Host annual regional AI and Workforce Innovation Summit at Hocking
- Begin AI-based mental health and wellness support pilot
- Expand smart campus systems (transportation, facilities monitoring)

Q4 2027

- Launch additional AI-infused degrees and stackable credential programs
- Update AI ethics, privacy, and governance standards

Q1 2028

- Reach 50% faculty/staff AI advanced certification
- Achieve 60% student participation in AI-digital readiness certificate
- Begin deployment of AI-powered alumni engagement and fundraising tools

Q2 2028

- Launch AI Innovation Challenge (startup competition) for students and community
- Partner with regional employers to embed AI certifications into workforce pipelines
- Expand AI Literacy Bootcamps to regional school districts

Q3 2028

- Deploy predictive AI systems for facilities and budget forecasting
- Integrate AI into campus emergency response planning
- Begin external audit and evaluation of AI initiatives

Q4 2028

- Conduct comprehensive impact study (student success, workforce outcomes, operational efficiency)
- Update all degree requirements to include AI proficiency demonstration

Phase 3: Full AI-Centric Integration (2029-2030)

Q1 2029

- AI-enabled student lifecycle management system fully live (recruitment through alumni relations)
- 75% of courses use AI-enhanced platforms
- Formalize AI minor and interdisciplinary AI certificates

Q2 2029

- Implement AI credential as graduation requirement (certification or project)
- Launch regional Rural AI Innovation Hub (in partnership with local governments, businesses)
- Publish white paper on "The Hocking Model: AI Transformation in Rural Higher Education"

Q3 2029

- National marketing and branding campaign: "Hocking College: Leading the AI Future"
- Deepen international AI education partnerships (exchange programs, joint research)

Q4 2029

- Host national AI in Higher Education Summit
- Formal preparation for full institutional AI designation review

Q1 2030

- External recognition (seek designations like Center of Excellence in AI Education)
- 100% programs AI-integrated; 100% of students AI-proficient
- Achieve targeted graduate employment increases in AI-augmented fields

Q2 2030

- Community capstone celebration and dissemination of 5-year outcomes
- Set vision for Hocking College 2040: Advanced Technologies and Human Futures

Key Performance Indicators (KPIs) Throughout

- 90% of AI-integrated courses
 - 90% of faculty/staff AI certified
 - Student AI competency rates 90% upon graduation beginning May 2027 graduating class.
 - Job placement rates in AI-related fields benchmarked to be established.
 - Operational cost savings and efficiency gains via AI Monitored by CFO
 - Community engagement impact measures Benchmarks to be established
-

MOTION:

A motion was made by Trustee Jessica Hoag and seconded by Trustee Jeanie Addington to accept the Hocking College AI-Centric Transformation Initiative. The motion was passed unanimously.



**Hocking College
Board of Trustees Action**

Date: October 20, 2025
Submitted by: Dr. Betty Young

SUBJECT: Hocking College AI-Centric Transformation Initiative

BACKGROUND: Hocking College, with its strong tradition in experiential learning and workforce development, will embark on a bold transformation to become an AI-Centric Institution by 2027. By fully integrating artificial intelligence into academic programs, student services, workforce development, and operational practices, Hocking College will prepare the next generation of learners for an AI-driven world, ensuring regional leadership and national relevance.

RECOMMENDATION: The recommendation is to accept Hocking College AI-Centric Transformation Initiative

ORGANIZATIONAL/ADMINISTRATIVE IMPACT: Position Hocking College as the premier two-year institution for applied AI education, workforce innovation, and community advancement through the full integration of artificial intelligence across all domains of institutional operation.

FISCAL IMPACT: The Strategy is to institutionalize AI resulting in budget neutral implementation

COMMENTS: None



Motion to Accept the Hocking College AI-Centric Transformation Initiative

Adopted: 10/20/2025

Approved: 
Chairman

BOT Selection Committee Nominations:

The Selection Committee met on October 16, 2025. The selection Committee nominated Leon Forte' and Charles "Stuart" Brooks to continue as trustees on the Hocking College Board.

Minutes:



**Minutes Hocking College Selection Committee
October 16, 2025**

Attendees Present:

- Steve Cox – Selection Committee/President of Farmers Bank Nelsonville Ohio
- Jeff Daubenmire – Selection Committee/Retired Educator Hocking County
- Andy Stone – Selection Committee/City of Athens
- Ben Mitchell – President Board of Trustees
- Dr. Young – President Hocking College
- Stephen Powell – Secretary Board of Trustees
- Dr. Tudor – Executive Vice President Hocking College

Nominees submitted:

- Leon Forte'
- Charles "Stuart" Brooks

Meeting called to order at 3:00pm on October 16, 2025.

Process reviewed:

- Hocking College Board appoints the Selection Committee from local community members
- Board can recommend nominees by submitting resumes to the selection committee
- Committee reviews and selects members to be on the Hocking College Board of Trustees
- Selection will be presented to the Board of Trustees for acceptance and submission to the state.

Each of the nominees' letters were reviewed and the committee members that knew the nominees made additional comments.

- All Selection Committee members were familiar with the Nominees.
- There were no comments or questions on the Nominees.
- Andy stone had 2 questions:
 - Is there a process to notify community members that this selection process is open for nominations:
 - Yes, the BOT members notify the community of the process and submit any nominations that are sent to them.
 - Can the Board reject the decision of the Selection committee?
 - Yes, then the process would start over again with the selection committee and review process. The State can also reject the BOT decision to accept the selection committee's motion.



A vote was taken and all three selection committee members selected both nominees, Leon Forte' and Charles "Stuart" Brooks, to serve as a trustee on the Hocking College Board of Trustees.

Selection Committee meeting was adjourned at 3:15 pm on October 16, 2025.

MOTION:

A motion was made by Trustee Mike Budzik and seconded by Trustee Jessica Hoag to accept the decision of the Selection Committee nominations. The motion was passed unanimously.



**Hocking College
Board of Trustees Action**

Date: October 20, 2025
Submitted by: Dr. Betty Young

SUBJECT:

Selection Committee nominations for Hocking College Board of Trustees

BACKGROUND:

The Hocking College Selection Committee met on October 15, 2025, to review application for Board of Trustees appointments. The Selection committee reviewed applicants and all three members selected both nominees, Leon Forte' and Stuart Brooks, to serve as trustees on the Hocking College Board of Trustees.

RECOMMENDATION:

The Board of Trustees pass a motion to accept the appointees from the selection committee to the Hocking College Board of Trustees.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

None

FISCAL IMPACT:

None

COMMENTS:

None



Motion to accept Leon Forte' and Stuart Brooks from the selection committee decision to the Hocking College Board of Trustees.

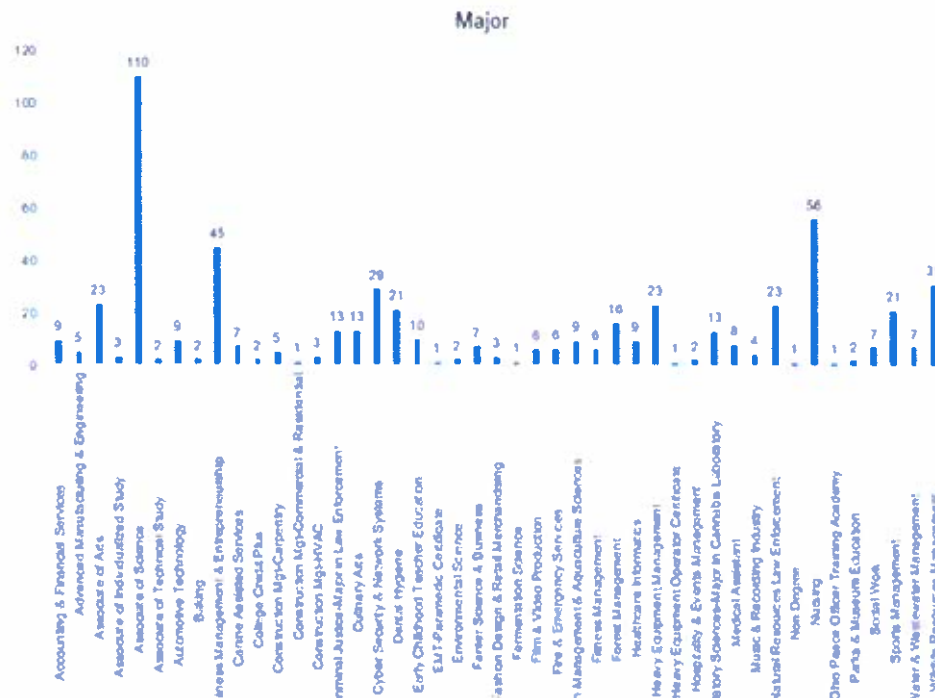
Adopted: 10/20/2025

Approved: 
Ben Mitchell, Chairman

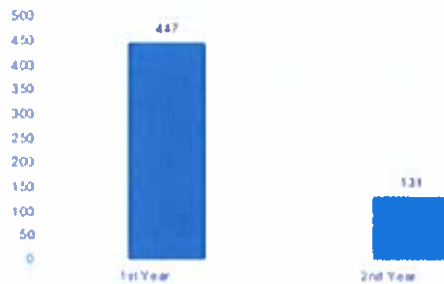
Chat GPT usage at Hocking College:

Dr. Young shared the available data to monitor the usage of Chat GPT at Hocking College.

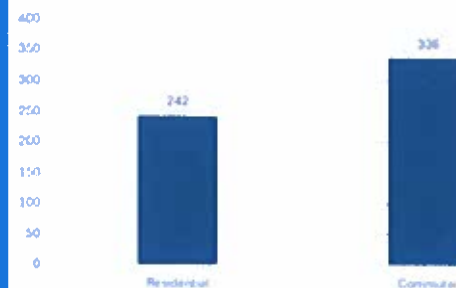
Chat GPT Usage at Hocking



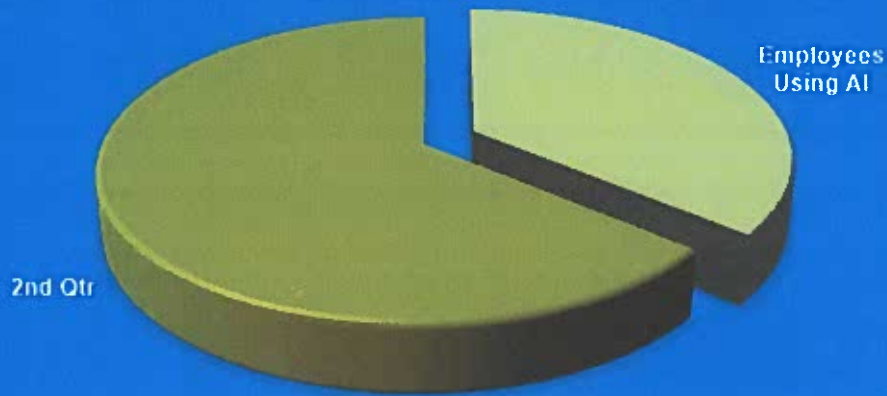
Class Level (n=578)



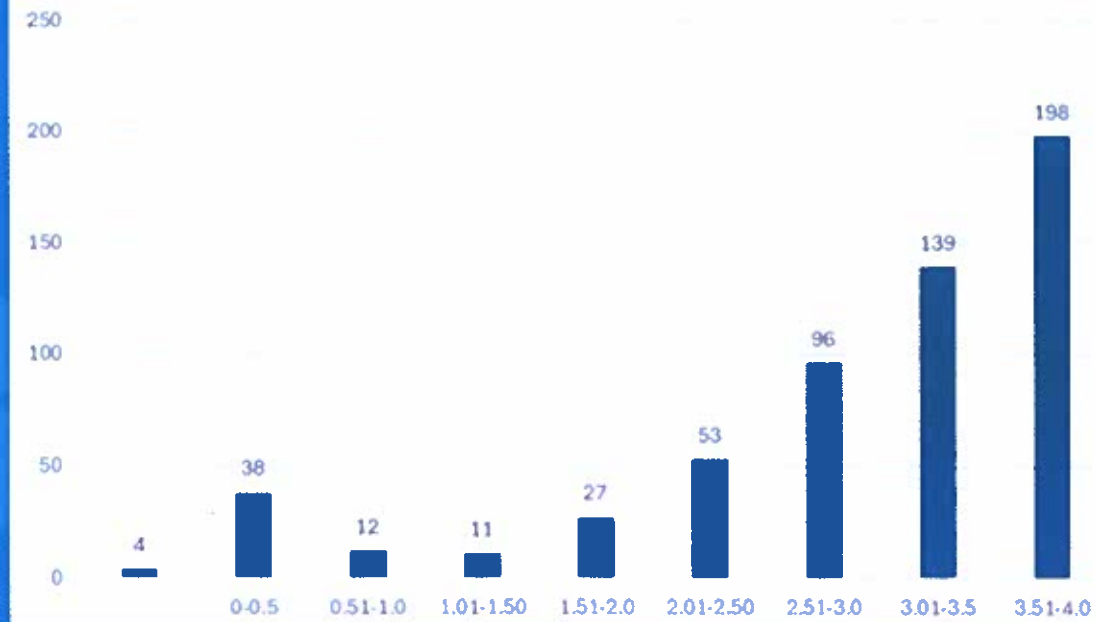
Residential and Commuter Students



FACULTY & STAFF USAGE



Cumulative GPA



2024-2025 Paramedic Cohort

The Paramedic Cohort achieved a 100% pass rate on their national registry test on the first try!

Commission of Accreditation of Allied Health Education Programs

The Emergency Medical Services Professionals were given continuing accreditation status for the next 5 years after our site visit last year.

AI Conference:

The Second Hocking College AI Conference will be held November 5, 2025 at the Lodge. The event will start at 9:00 am

Athlete recognition:

The Football Kicker Kansei Matsuzawa at the University of Hawaii kicked the winning point for the game. The announcer for ESPN identified Hocking College in Southern Ohio as one of his successes.

Executive Vice Presidents Academic Affairs report:

Academic Work Load:

Academics is in the process of mapping the workload for faculty. The ideal is to have them within 80% of instructional time.

Spring Academic:

Academics is in the process of completing the Spring Academic schedules and the focus is in-person classes.

Athletics:

The Soccer field and the Baseball field are green and look more like athletic fields.

Additional Locations.

When a location achieves the ability to teach at least 50% of a degree it then will need to be identified as an additional teaching location for Hocking College and HLC.

MOTION:

A motion was made by Trustee Jeanie Addington and seconded by Trustee Jessica Hoag to accept the Additional Locations . The motion was passed unanimously.



**Hocking College
Board of Trustees Action**

Date: October 20, 2025
Submitted by: Dr. Jarrod Tudor

SUBJECT:

Additional Location, Philo High School
Additional Location, Warren County Career Center-Atrium Campus
Additional Location, Warren County Career Center
Additional Location, Bloom Carroll High School

BACKGROUND:

According to the Higher Learning Commission (HLC), an additional location is defined as "a physical facility that is geographically separate from the main campus of an institution, where instruction takes place, and it is possible for students to do one or more of the following:

- Complete 50% or more of the courses in educational programs leading to a degree, certificate or other recognized educational credential.
- Complete 50% or more of a degree completion program (even if the degree completion program provides less than 50% of the courses leading to the degree).

Per the federal definition, an additional location ... may be at a facility that the institution does not own, such as an office building, high school, or on the campus of another institution ... There is no threshold number of students necessary for a facility to qualify as an additional location. There is no minimum distance from the campus necessary for a facility to qualify as an additional location. An additional location typically does not have a full range of administrative and student services staffed by the facility's personnel. Such services may be provided from the main campus or another campus."

Per this definition, due to the consistent growth of enrollment in the College Credit Plus program, and our strong relationships with the above-named schools, Hocking College now meets or is on track to meet the qualifications for an Additional Location at each site. Therefore, Hocking College is required to submit an application for such classification to HLC immediately in order to seek approval to continue to meet the needs and demands of these markets. This relationship is akin to the ongoing partnership Hocking College currently enjoys with Logan High School, which was approved by the Board in April of 2020 and remains very strong. We expect to see continued growth at a number of additional partner high schools in the very near future, as well, and view this as a trend that will serve as an important recruiting pipeline for years to come.

RECOMMENDATION:

The College recommends the Board of Trustees pass a motion to open an additional

location at each of the following: Berne Union High School, Lancaster High School, New Lexington High School and Sheridan High School. This will satisfy the post-secondary needs of the community, nurture existing partnerships, and fulfill the requirements of HLC.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

These additional locations will be organized and supervised in a manner consistent with our current Logan High School location. Each high school will assign an administrator to work in partnership with Hocking College and assist in overseeing the day-to-day operations of college-credit programs at the high school site. This administrator will facilitate meetings with the high school instructor and their faculty liaison, assist with scheduling classroom observations, and attend professional development workshops.

FISCAL IMPACT: The College Credit Plus program default funding structure is established by Ohio Revised Code 3365.07. The CCP default amounts are based on the Per Pupil Foundation amount determined by Ohio's General Assembly during the biennial budget process. These rates may change on an annual basis. Courses taught at the high school campus with a credentialed teacher are charged the floor rate as established by the State of Ohio. Teacher salary is paid through the individual school district. If a teacher chooses and is credentialed to teach a CCP course, they do not receive any additional pay from Hocking College or the school district.

COMMENTS: None



Motion to Approve:

Additional Location, Philo High School
Additional Location, Warren County Career Center-Atrium Campus
Additional Location, Warren County Career Center
Additional Location, Bloom Carroll High School

Adopted: 10/20/2025

Approved: 
Chairman

American Civic Literacy course GOVT-1140

This course is a new requirement by SB-1 and is going to be identified as GOVT-1140. The course will be useful for students proceeding to get their Bachelors degree and College Credit Plus students.

MOTION:

A motion was made by Trustee Jessica Hoag and seconded by Trustee Alan McMillan to accept the Additional Locations. The motion was passed unanimously.



Ohio Revised Code

Section 3345.382 American civic literacy course requirement.

Effective: September 30, 2025

Legislation: House Bill 96

(A) As used in this section, "state institution of higher education" has the same meaning as in section 3345.011 of the Revised Code.

(B) Each state institution of higher education shall develop a course with not fewer than three credit hours in the subject area of American civic literacy. The course shall include a study of the American economic system and capitalism. The course shall comply with the criteria, policies, and procedures established under section 3333.16 of the Revised Code. The course may be offered under the college credit plus program established under Chapter 3365. of the Revised Code. The course shall, at a minimum, require each student to read all the following:

- (1) The entire Constitution of the United States;
- (2) The entire Declaration of Independence;
- (3) A minimum of five essays in their entirety from the Federalist Papers. The essays shall be selected by the department chair.
- (4) The entire Emancipation Proclamation;
- (5) The entire Gettysburg Address;
- (6) The entire Letter from Birmingham Jail written by Dr. Martin Luther King Jr.;
- (7) The writings of Adam Smith, including a study of the principles written in The Wealth of Nations.

Any student who takes the course shall be required to pass a cumulative final examination at the conclusion of the course that assesses student proficiency about the documents described in divisions



(B)(1) to (7) of this section.

Each state institution of higher education board of trustees shall adopt a resolution approving a plan to offer the course developed under this section. Each state institution shall submit that plan to the chancellor of higher education. The chancellor shall review and approve each plan. Prior to approving a plan, the chancellor may require a state institution to revise the plan and the course.

Each state institution of higher education board of trustees also shall adopt a resolution specifying the conditions under which the state institution's president or designee may exempt a student under division (D)(3) of this section.

(C) Beginning with students who graduate from a state institution of higher education in the spring semester, or equivalent quarter, of the 2029-2030 academic year, no state institution of higher education shall grant a bachelor's degree to any student unless the student completes a course described in division (B) of this section. A state institution may require students to complete the course as part of the institution's general education courses of study.

(D) The president of a state institution of higher education, or the president's designee, may exempt a student from the requirement to complete a course described in division (B) of this section, if the president or designee determines that the student has completed at least one of the following:

(1) A course offered under the college credit plus program established under Chapter 3365. of the Revised Code that satisfies the content requirements described in division (B) of this section and is approved by the chancellor;

(2) An advanced placement course and examination that satisfy the content requirements described in division (B) of this section and are approved by the chancellor, and the student receives a score of three or higher on that examination;

(3) At least three credit hours, or the equivalent, in a course in the subject area of American history or American government which includes the study of the documents described in divisions (B)(1) to (7) of this section.



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OHIO LEGISLATIVE SERVICE
COMMISSION
DOCUMENT #355917

Division (D)(3) of this section does not apply after the 2030-2031 academic year.

(E) This section does not apply to associate's degree programs.



**Hocking College
Board of Trustees Action**

Date: October 20, 2025
Submitted by: Dr. Jarrod Tudor, EVP-CAO

SUBJECT: Motion to approve American Civic Literacy course, GOVT 1140.

BACKGROUND:

As part of Senate Bill 1 passed by the Ohio General Assembly, Ohio public colleges and universities that have four-year degree programs are required to complete a course in American Civic Literacy. Although community colleges without four-year degree programs are not required to create such a course, it is the desire of Hocking College to do so as it may develop four-year degree programs in the future, offer the course as an additional social science elective, and offer the course to students enrolled in Ohio's College Credit Plus program. The course must be at least three credits and must be approved by the Chancellor of the Ohio Department of Higher Education.

Pursuant to ORC 3345.382, effective September 30, 2025, the course must address civic literacy generally, the American economic system, and American capitalism and include any student taking the course to read the U.S. Constitution, the Declaration of Independence, five essays from the Federalist Papers, the Emancipation Proclamation, the Gettysburg Address, Martin Luther King Jr.'s Letter from Birmingham Jail, and writings from Adam Smith including principles from The Wealth of Nations.

Any student taking the course must pass a cumulative exam over the aforementioned documents. Students taking American Civic Literacy (GOVT 1140) who do not pass the cumulative final exam covering these documents will be provided with a second attempt to be taken within the first three weeks of the following semester. Any student who fails on the second attempt will be required to retake the course.

RECOMMENDATION:

It is the recommendation of the Executive Vice President and Chief Academic Officer that this motion be approved by the Board of Trustees.

ORGANIZATIONAL/ADMINISTRATIVE IMPACT:

There is no organizational or administrative impact associated with this motion.

FISCAL IMPACT:

There is no fiscal impact associated with this motion.

COMMENTS:

See attached ORC 3345.382.



Motion to approve American Civic Literacy course, GOVT 1140.

Adopted: 10/20/2025

Approved: 
Chairman

Community Relations and Student Experience report:

Hocking College has seen a rise in calls to 911/988 from students that are struggling with mental health and stressors.

It has been mandated that Hocking College post the 988 number for faculty, staff and students. Hocking has extended this to the community as well and posted this information around Nelsonville.

Community Engagement:

Hocking College is more involved with the community starting to work with the library inb Nelsonville and the Film and Video program to focus on the history and ongoing within the community.

Hocking now has a full page in the Logan Times announcing content on sports and athletes/

Finance and Personnel Report:

Financial Updates:

Mark Fuller shared the FY2025 through 6/30/2025 Financial Statement

**Hocking College Financial Update
FY2026 Through 9/30/2025**

BUDGET TO ACTUAL COMPARISON

	ANNUAL BUDGET (000'S)	YEAR TO DATE ACTUALS (000'S)	STATUS
REVENUE	\$ 33,983	\$ 16,135	Preliminary - Unaudited
EXPENSE	\$ 33,983	\$ 10,250	Preliminary - Unaudited
NET	\$ 0	\$ 5,885	

LIQUIDITY AND FUNDING FIGURES

	SEPT 2025 (000'S)	JUNE 2025 (000'S)	YTD NET CHANGE
OPERATING CASH	\$ 9,588	\$ 7,131	\$ 2,457
RESERVES & ENDOWMENTS	\$ 6,921	\$ 6,685	\$ 236
CAPITAL FUNDS AVAILABLE	\$ 5,112	\$ 5,205	\$ (93)

Budget to Actuals Detail

College operating and auxiliary revenues are currently at \$16.1 million and are on pace to end the year meeting budget. Total revenues for the year are \$0.2 million (+1.0%) better than at this point last year. The improvement in revenues is largely due to an increase in revenues from dorms (+5.8%), meal plans (+4.0%), and state subsidy (+2.2%). Tuition & Fee revenue is on pace to meet budget.

Operating expenses are on pace to meet budget. Expenses, after adjusting for timing differences, have increased a modest 1.3% year-over-year. Contributing most significantly to the increase has been utility costs (+6.5%) and course materials (+3.7%). The College has made all scheduled reserve contributions so far this year according to the budget.

Liquidity Detail

The College has a current operating cash balance of \$9.6 million or approximately 103 days of cash on hand. This is an increase of \$2.5 million from the beginning of the fiscal year, driven largely by normal seasonal fluctuations in cashflow. Compared to September 2024, the College's operating cash is essentially flat (\$56,000 year-over-year decrease). Operating cash is expected to increase over the next several months as the College collects upon the remaining \$4.6 million in student receivables from fall semester.

Strategic reserves, program reserves, and replacement reserves combine to total \$4.1 million. College endowments equate to \$2.8 million, making the amount of reserves and endowments total \$6.9 million. The College continues to contribute monthly to strategic reserves to help replenish reserve levels and has budgeted for over \$1.1 million in reserve contributions for FY2026.

FY25 Efficiency Report



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FY25 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.

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: Alex Penrod, Special Assistant to the Chancellor for External Affairs, 614-995-7754 or apenrod@highered.ohio.gov. Please provide your institution's efficiency report by **Friday, November 21, 2025** via email.*



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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: Additional Practices** - This section requests information about ways to create efficiencies that have not been captured in the previous sections.

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.



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Hocking College

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. Other than HEI, what other data, metrics, or benchmarks does your institution utilize to evaluate operational efficiencies and the appropriate balance of instructional vs. administrative expenses?
2. 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 FY2025.

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.



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Facilities Planning

1. Has your institution changed the use of campus space to reduce costs and increase efficient use of capital resources? If so, please describe. Approximately how many buildings have been affected and what is the projected average annual savings of the efforts?
2. What benchmarks or data sources does your institution use to assess demand for physical space?

Hocking College evaluates all of its facilities and their use on a regular basis. Hocking College has regular facilities meetings in which campus leadership meets with deans, faculty, and staff to discuss the utilization of their spaces. During these meetings, data from the program review process as well as room utilization reports are 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.

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 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, 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	
Collaboration and pathways with information technology centers, adult basic and literacy education programs and school districts	
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



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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: N/A

Type of Shared Service or Best Practice (i.e.: Administrative, Academic, etc.)	Please include an explanation of this shared service.	Monetary Impact from Shared Service

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 and Reducing Textbook Costs for Students

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.

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



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

Your institution's submission of information via the annual Efficiency Report is used to satisfy these statutory requirements. Please attach one spreadsheet with two tabs. The first tab should include the analysis of textbook costs developed by your institution as shown in Table 1 below. The second tab should include the analysis of the number of courses that utilized other sources of information as shown in Table 2 below.

Table 1

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

Table 2

Category	Number of Courses
Did not require students to purchase course materials; includes OER and/or institutionally provided materials	All Courses
Exclusively used OER materials	Humanities
Used OER materials together with purchased course materials	Anthropology, Communications, English Composition, Sociology
Provided course materials through inclusive access	All courses



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Other Textbook Affordability Practices

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

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.

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

Mark Fuller, Vice President, CFO/Treasurer, fullerm@hocking.edu



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Section III: Additional Practices

Some IHEs 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.

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

Hocking College recognizes the impact of Artificial Intelligence (AI). Hocking College, with its strong tradition in experiential learning and workforce development, will embark on a bold transformation to become an AI-Centric Institution by 2027. By fully integrating artificial intelligence into academic programs, student services, workforce development, and operational practices, Hocking College will prepare the next generation of learners for an AI-driven world, ensuring regional leadership and national relevance while driving efficiency at the College.

Hocking College has already taken steps toward this goal, with all courses requiring at least one AI touchpoint as of 2025 Fall semester. All students are required to use a secure form of AI which requires a subscription. The College has successfully negotiated a subscription for students at the cost of \$12 per user per month. This is much less than the cost of a similar license that a student could secure for themselves, which would be \$30 per month. The use of this AI tool is required for all courses at the College and is the same as textbooks and other learning materials for students which are also included within the College's All Inclusive Pricing structure.

The College is actively training its workforce on use of AI, providing all faculty and staff with AI tools, and encouraging the entire campus to utilize AI to strengthen and streamline their processes.

Thank you for completing the FY25 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.

Mark Fuller requested a Motion to accept the Fiscal Year 2025 Efficiency Report.

MOTION:

A motion was made by Trustee Mike Budzik and seconded by Trustee Jeanie Addington to accept the Fiscal Year 2025 Efficiency Report. The motion was passed Unanimously.



**Hocking College
Board of Trustees Action**

Date: October 20, 2025

Submitted by: Mark Fuller

SUBJECT:

Fiscal Year 2025 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 2025 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 2025 Hocking College Efficiency Report.

Adopted: 10/20/2025

Approved: 

FACILITIES COMMITTEE REPORT

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

- Fields and property
- Visual Arts building

CHAIRMAN'S REPORT

Nothing to add

NEW BUSINESS:

Alan McMillan asked about event notification and keeping up with the latest events instead of the past events.

NEXT MEETING – The next meeting of the Board of Trustees is scheduled for Monday December 8, 2025, at 6:00pm, at the Hocking College Lodge.

ADJOURNMENT

There being no further business to conduct, Chairman Ben Mitchel adjourned the meeting. The Board adjourned at 7:30 pm.



Ben Mitchell, Chair

Stephen Powell, Board Secretary