

Assurance Argument

Eastern Gateway Community College - OH

Review date: 11/9/2020

1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

The development of the [College Mission Statement](#) began in April 2012 with the attendance of the Board of Trustees (the Board) at the Association of Community College Trustees Governance Institute for Student Success, in conjunction with direction from the Ohio Association of Community Colleges (OACC). In July 2012, a preliminary mission statement was presented to the Board for consideration. The Board's Governance and Personnel Committee then began work in 2013 to more formally develop the mission statement. Surveys were administered by the president's office to the following stakeholders: Board of Trustees in September and October 2013; College faculty and staff in December 2013 and January 2014; and community and students in March and April 2014. The Jefferson County Chamber of Commerce and the Youngstown/Warren Regional Chamber of Commerce each respectively surveyed 100 community members in April and May 2014. All survey results were reviewed and considered in the development of the mission statement. The mission statement was then approved by the Board during the May 2014 meeting. Additional input was obtained from College faculty and staff, with slight changes recommended. These changes were incorporated into the now final College Mission Statement which was approved by the Board in November 2014.

Eastern Gateway Community College provides quality, student-centered, future-focused higher education. Valuing accessibility, affordability and equity, the College helps students achieve successful learning outcomes, engages educational and community partners, and serves the citizens of Columbiana, Jefferson, Mahoning, and Trumbull counties.

Due to the substantial growth of the College, having [students in all 50 states](#), the College's Mission Statement was then reviewed and revised in October 2018 and approved by

the Board in November 2018. The College's 2020-2025 Balanced Strategic Plan was built around this Mission. [Policy 1-01](#) was revised on November 14, 2018 to reflect the changes.

Eastern Gateway Community College provides quality, flexible, innovative and affordable educational opportunities to serve our communities through helping students achieve success.

In October 2015, the College launched the [Free College Benefit](#). The program is a partnership with [labor unions](#) across the country offering the opportunity to attend college online free of cost to [union members](#) and their families. The program quickly expanded to where it is today with over 30,000 students enrolled locally and nationally, representing over thirty-five unions and workforce development organizations. The program enables working adults to earn a degree online with no out-of-pocket cost, and aligns with the College Mission to provide "quality, flexible, innovative and affordable educational opportunities to our communities" while focusing on helping students achieve success.

The College offers associate degree programs in arts and science, applied science, applied business, technical study and individualized study. Certificate programs are also available in various technical areas of study including health, public service, business, and engineering. The need for programs is supported by student demand, employer feedback and surveys, graduate surveys, workplace demand, graduate employment statistics, and the marketplace.

The College instituted a new [academic program review](#) process created by the Program Review Committee. This methodology to review every [program's performance](#) every three years was implemented during the spring 2016 semester. The College created a new iteration of academic program review where all programs are reviewed annually. This will ensure programs remain credible and viable. The process includes evaluation of student outcomes, factors affecting outcomes, stakeholder perspectives, program director recommendations, external review, and then evaluation review, action steps, implementation and follow-up.

The College enrollment profile demonstrates institutional commitment to the Mission Statement with student enrollments from fall 2019 (25,638 students) to fall 2020 (36,650 students) a 43% growth in student body, 18% of the population being Ohio residents.

The [budget](#) is guided by the Mission Statement and driven by the Strategic Plan ensuring affordable, applicable, and transferrable courses.

The College Mission Statement is the foundation for the College's Strategic Plan. The goals and objectives of the Strategic Plan are driven by the key elements contained in the Mission Statement: quality, student-centered learning, future-focused, accessible, affordable, and equitable education opportunities for our service communities.

The objectives of the [2017-2020 Strategic Plan](#) include:

1. Strategic Goal: Eastern Gateway Community College will engage every student and provide support needed to achieve student success.
2. Strategic Goal: Eastern Gateway Community College will operate within a framework of continuous improvement.
3. Strategic Goal: Eastern Gateway Community College will explore and implement strategies to ensure financial stability and vitality into the future.

In July 2020, the College partnered with Balanced Scorecard Institute to develop the [2020-2025 Balanced Strategic Plan](#). This relationship is intended to ensure the College maintains a clear vision and focus on the living Strategic Plan throughout the five-year period and to involve key employees throughout the College. On August 5-6, 2020, the assessment and strategy work session was held to develop the four pillars of the Strategic Plan. This portion of the plan was developed with the twelve members of the Strategic Management Team (SMT). On August 20-21, 2020, development of the strategic objectives and strategic mapping was completed. This work session included the SMT and 26 additional employees, making up the Theme Teams. On September 9-11, 2020, the Key Performance Indicators (KPIs) and initiatives were established. The KPIs and initiatives will be used throughout the life of the plan to measure progress and completion. The SMT and 46 employees made up the Strategic Objective Teams, who developed the initiatives and KPIs. This collaboration resulted in the new 2020-2025 Balanced Strategic Plan. This plan will be used to track the institution's four pillars, and to drive budget planning throughout the life of the plan. This plan is detailed in Criterion 5B.

Carrying forth the principles in its Mission Statement, the College's Vision Statement states:

Creating Opportunities | Changing Lives

The college has endorsed the following **Core Values**:

Opportunity:

Educational access fosters economic opportunity.

Affordability:

The college strives to keep education affordable and cost-effective for the student.

Excellence:

The college has committed to a culture of excellence.

Learning:

Lifelong learning as the key to future prosperity.

Diversity:

The college promotes diversity through educational opportunities.

As the College plays an active role in the communities it serves, the Core Values were recently reviewed during the strategic planning process in order to ensure the four-county service area and online population are properly served. The Core Values also address the current needs in the business and manufacturing sectors.

As part of the budget process, the fiscal officer disseminates departmental budgets to directors, deans, and vice presidents, who in turn gather input from their respective faculty and staff regarding budgetary needs. Justification for needs is aligned with the College's Strategic Plan. Administrative

reviews occur to make necessary budgetary adjustments; the Board makes the [final approval of the operational budget](#).

Sources

- 1A-1_Nov Board Mtg Mins 1-10-2019
- 1A-2_Free College Enrollment by State
- 1A-3_Free College Benefit
- 1A-3-1_USW Both Programs
- 1A3-2_SEIU-flyer
- 1A-4_APR Submission Schedule 18-19
- 1A-4-1_APR Report Radiology (1)
- 1A-5_FY21 Budget Overview BOT May 13.2020 FINAL
- 1A-6_Strategic Plan 2017-2020
- 1A-7_2020-2025 Balanced Strategic Plan
- 1A-MISSION_AND_GOALS

1.B - Core Component 1.B

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

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

Argument

The College has designed academic programs specifically to provide students with workforce opportunities. The Associate Degree of Nursing program works closely with Mercy Health to provide clinical sites for prospective nursing students giving them the opportunity to network with a future employer. Additionally, the [Workforce Development](#) program creates programs that fit the needs of the community as determined by close working relationships with businesses and industries, state and national agencies, adult career center partners, and professional associations. These programs include welding, machining, state tested nursing assistant, pharmacy technology, phlebotomy, emergency medical technician, Google IT certification, real estate pre-licensure, (commercial driver's license) CDL, expanded functions dental auxiliary (EFDA) certificate and medical coding.

The College partners with the United Way of Youngstown and the Mahoning Valley and the United Way of Jefferson County to support secondary education and young students in the region by taking part in the Success after 6 program, augmented staff donations over the years, and participating in the Day of Caring. The College actively participates in local Youngstown Kiwanis, Steubenville Kiwanis, Rotary, and Business and Professional Women's Club, Youngstown /Warren Regional Chamber, Youngstown Community Action Program (MYCAP), Mahoning Valley College Access Program, Ursuline Sisters, Goodwill Industries, Jefferson Chamber of Commerce, Weirton Chamber of Commerce to engage in the community.

The College believes in supporting students' mental health and well-being. COMPASS Family and Community Services have developed a close relationship with the students. A Behavioral Health Community Counselor is available at both campuses and for any online student. They are available to conduct brief interventions with students and faculty and staff members who are feeling stressed, overwhelmed, or struggling with symptoms of mental illness. They also assist by helping individuals identify, develop, and utilize positive coping strategies to deal with stress and difficult emotions. The Behavioral Health Community Counselor can also help locate additional community resources in the area, including linkage to providers of mental health treatment. The counselor also leads [Fresh Check](#) days at the College. Fresh Check Day aims to create an approachable and hopeful atmosphere where students are encouraged to engage in dialogue about mental health and helps to build a bridge between students and the mental health resources available on campus, in the community, and nationally. One of these providers of area resources is the Sojourner House which provides crisis intervention, counseling, advocacy and shelter for victims of domestic violence in

Mahoning County. Enrollment Specialists have worked with the Sojourner House and with survivors to give students a pathway to education. The College also partners with the Help Network of Northeast Ohio and the 211 referral program to provide students with a comprehensive, up-to-date database of community resources available 24 hours a day, offering centralized information and referral for individuals seeking various services in the community. In the 2019-2020 school year, the Behavioral Health counselor met with 43 Youngstown students, 26 Steubenville students, and 67 online students for a total of 136 students.

Additionally, the Kool Boiz Foundation hosted its [2019 Young Men's Empowerment Conference](#) at the Youngstown Campus. According to the website, "The Kool Boiz Foundation Young Men's Empowerment Conference will focus on exploring long-term success through education, leadership, life skills, and hard work. Our goal is to give young men an opportunity to hear about and reflect on "What's Possible" through thought-provoking interactive discussions and workshops." The Kool Boiz Foundation provides educational, financial, and emotional support for boys and young men of color in Youngstown, Ohio.

Two expungement clinics were held at the Youngstown Campus during the 2019-2020 academic year. The [College hosted the sisters of the Delta Sigma Theta Sorority, Inc.](#), who made the arrangements to bring a local federal judge, attorneys, and other legal experts on campus to assist the public with sealing and expunging prior criminal records. In turn, this opens opportunities for employment, housing, and other areas to which prior offenses were barriers to their accessibility. In addition to the services offered by the legal professionals, community health and small business resources were available for those in attendance. Their focus was on issues predominately affecting minority populations within the Youngstown community.

There are several other events put on at both campuses that serve our communities. During the months of May through October, weekly [Farmer's Markets](#) are held at the Steubenville campus, partnering with Jefferson Soil and Water Conservation District. Each winter the Salvation Army Giving Trees at each campus collect gloves and hats for kids, as well as make it possible to sponsor children in need for gifts from Santa.

Sources

- 1B-1_Workforce Development Webpage
- 1B-2_Fresh Check Days and Behavioral Health
- 1B-3_Young Men's Empowerment Conf
- 1B-4_Expungement Clinics
- 1B-5_Steubenville Farmers Market

1.C - Core Component 1.C

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

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

Argument

The College continues to support student success through multiple scholarship and grant assistance programs. New program development in both associates programs and workforce is geared toward ensuring educational structure meets the needs of the community. Developing strategic partnerships with community and business organizations drives new program development. The work advance program is designed to move the underserved population in the Mahoning Valley to become gainfully employed. This partnership of agencies provides assistance to individuals entering in-demand fields, such as machining. In 2018 and 2019, the College partnered with Goodwill Industries, MYCAP, the Mahoning Valley Manufacturers Coalition, Aspire, and Nordson Corporation in the development of the work advance program and successfully provided training and employment opportunities to twenty-four individuals, either unemployed or underemployed. The College responds to meet community educational needs through workforce training programs. The responsibility of the institution is to prepare workers with the skills necessary for a specific type of job. It prioritizes the value of ongoing workplace education and skills development, in addition to meeting the hiring demands of employers. Union partners continuously provide feedback on programs that focus on in-demand employment needs throughout the country. An example of this is the [Fire Science program](#).

The College works collaboratively with Ohio Means Jobs sites within the service district. This partnership provides insight to the institution on what educational fields are most sought-after. The College uses this information to develop programs, as well as, to create pathways for those seeking educational opportunities. Financial support is provided by partners through scholarships, state and federal funding, and other sources to assist in training students seeking employment in in-demand fields.

In order to keep external constituencies well-informed about the institution, and to build long term relationships, the College uses many informational platforms in response to community needs. In order to serve local students within the service district, the Horizon and Gateway Grants provide graduating high school seniors, with a GPA of 2.5 or higher, two years of tuition-free education. The Departments of Enrollment Services and Career Development participate in the Student Empowerment Tour in conjunction with Jefferson County Disability Services and Jefferson County Schools. This program gives students in the 7th-12th grades with learning disabilities and individualized education programs (IEPs) the opportunity to discuss college and career

opportunities. The Financial Aid Department hosts Financial Aid Nights at Jefferson County Schools for graduating seniors and their families. The College also hosts Transition Night at Jefferson County Vocational School to meet with students that have learning accommodations for informational discussion about Workforce and College programs. Both campuses offer Homeschool nights on which students and their families come to visit. One of the biggest events at the Steubenville campus is [Gator Fest](#). Each year the College hosts 500+ high school seniors, teachers, and counselors from the tristate area to investigate programs and learn more about college and how it can help reach career goals.

Prior to the summer semester, the College worked with the Ohio Department of Higher Education (ODHE) in conjunction with community partners, to provide a Free College Benefit to students entering the 2020 summer semester. New, continuing, and returning students who live in the College's service district of Jefferson, Columbiana, Trumbull and Mahoning Counties were provided the [Summer Guarantee](#), a "last dollar" scholarship to cover students' out-of-pocket costs after Pell Grants and other financial aid eligibility determination. This was also made available to students who were enrolled at other colleges or universities who were back home in the service district for the summer. At the same time, the federal stimulus bill, the CARES Act, provided funding to help cover the costs of transitioning to online learning during the coronavirus pandemic and to ensure students continued to receive their education, especially those students facing economic hardship. The strong online learning platform provided some stability and continuity for on-campus students.

For the fall 2020 semester, the College gained approval for a tuition waiver from the ODHE. The College waived the per-credit-hour tuition for the fall semester, with the exception of a \$1.00 fee required by the state law for students living outside of Jefferson County in the Eastern Gateway Community College service district. The college had requested a tuition waiver from the chancellor of the ODHE and was granted that waiver to improve the opportunities for students to attend classes during a time when financial resources continue to be a concern for those wanting to attend college. The communities the College serves continues to struggle economically, with lower educational attainment rates below that of the state, and are facing yet more hardships from the effects of the COVID-19 pandemic. The [Gateway Guarantee](#) continues to help people be more competitive in the job market and make their local economy more resilient in the long term. Students were still required to pay the costs of applicable fees and books. The tuition waiver, however, did reduce students' costs by 68 percent. The maximum waiver was \$3,200 per student per academic year for a projected 2,500 students over the biennium.

With the support of local businesses, industries, adult career center partners, professional associations, and state and national agencies, the Workforce Development program establishes programs fitting the needs of the community. In addition to the Workforce Development program, the College works closely with the [Mahoning Valley Manufacturers Coalition \(MVMC\)](#) to determine what programs are in demand and needed to build a stronger workforce across the region. There is also a partnership at Steubenville Ohio Means Jobs where we meet with people who are unemployed or facing economic hardships to provide educational and training opportunities.

The College has a strong partnership with unions throughout the country through the Free College Benefit program. The [Free College Benefit](#) ensures that full dues-paying members, retiree members, and their families do not have to pay out of pocket for any tuition, fees, or e-books at the College. This saves Union members and their families thousands of dollars. With this benefit, the College and labor unions have found a way to help members and their families begin to alleviate the financial

burden faced by those wishing to pursue higher education.

The Free College Benefit was also extended to people impacted by the shutdown of the [Lordstown, OH General Motors plant](#). Impacted workers and family members were offered job-ready training such as CDL, machining, welding, and a variety of career-enhancing certificate and degree programs, all without any out-of-pocket costs to participants.

The [College Credit Plus program](#) serves high school students of the service district to prepare them with free college classes in a dual-enrollment model which earns both high school and college credit. There are over 60 high schools in the service district partnering with the College Credit Plus program, a gross majority of them being in low-income neighborhoods. This access to free education will put them on the path to quicker success in higher education by preparing them for college and keeping them from acquiring debt.

The College also develops students to become better members of the community. The three TRIO programs use community service as a means to give back. TRIO Student Support Services has volunteered with local nursing homes and the [annual holiday toy drives](#). TRIO Educational Opportunity Center partnered with the United Way of Youngstown and the Mahoning Valley on their annual [TRIO Day](#) to celebrate A Day of Reading.

The College partners with the United Way of Youngstown and the Mahoning Valley and the United Way of Jefferson County to support secondary education and young students in the region by taking part in the Success after 6 program, augmented staff donations over the years, and participating in the Day of Caring. Relay for Life has been an event [Phi Theta Kappa](#) Chapter Alpha Omicron Nu honor society has been involved in since 2016. Each year the team raises money for American Cancer Society.

Career Development offers a wide-range of career services to students and alumni including but not limited to workshops, exposure to employers through on campus recruiting, and exposure to employers through career and internship fairs. To meet the growing demand for Career Development assistance the College has hired an online career specialist to work with the growing number of online students needing career assistance. This individual will work mainly with employers and students throughout different regions of the country. As enrollments continue to grow, there may be a need to add additional staffing in the Career Development Department.

TRIO Student Support Services offers a variety of services to underrepresented student populations including low-income, first-generation, and students with disabilities. Over the past two years, TRIO Student Support Services has taken students to visit Youngstown State University, Kent State University, West Liberty University, and Wheeling University. Students were also afforded cultural experiences including attending the Pittsburgh Ballet, a showing of Macbeth, participating in the TedX Youngstown, visiting the Youngstown Business Incubator, and taking a tour of the Moundsville, WV Penitentiary. Additionally, to facilitate and build community within the program, the TRIO SSS program offered social events including taco and ice cream bars. TRIO SSS participants also actively volunteer at nursing homes, and during the annual holiday Toys for Tots campaigns.

A Diversity and Inclusion Committee is present for both the Steubenville Youngstown campus. The Committee includes staff, faculty, and has a student group. The inception of this Committee comes from a renewed call for dialogue on diversity and inclusion. Since the revitalization of the committee, the massive growth of the student body and the new leadership change the new President

created the Office of Institutional Diversity. The Office of Institutional Diversity is the leadership's continued efforts to bring equity and fairness to the College for all students, faculty, and staff. The vast reach and growth of the College being within all 50 states and parts of Canada, led to the decision to provide the school with a department that would handle concerns of students, faculty, and staff. Moreover, this department will edify the need for equity fairness. The Office of Institutional Diversity will ensure that the future will govern on inclusivity and diverse population integrity for all structure sectors at the College. The Office of Diversity's leadership will help chair the Diversity Committee to ensure that both entities work hand in hand to create an environment divergent on the mission and vision of the College.

TRIO Student Support Services has also partnered with several other departments, including Student Activities, to engage in activities and events promoting multiculturalism and diversity at the College. For the past three years, [TRIO SSS has collaborated with Student Activities to celebrate Black History Month](#) by taking students to see movie screenings of “Black Panther,” “The Green Book,” and “Harriet.” TRIO SSS has also collaborated with Dr. Baber, former Vice President of the Foundation, to assist with the Martin Luther King Annual Interfaith Prayer Breakfast.

Students all around the country are being faced with food insecurity, especially on both campuses. Each campus offers a [food pantry](#) filled from donations from students, faculty, and staff. The [Pantries are open to all campus students](#), including local students attending online. Open pantry days are typically held once a month. Emergency food days also take place when they arise. Each campus works with their local food bank (Second Harvest Food Bank and the Mid-Ohio Food Bank) to supply food that is needed and was not donated. Fundraisers are held throughout the academic year to raise funds for items needed on pantry days.

The College participates in Caring Campus, an initiative sponsored by the Institute for Evidence Based Change. Caring Campus uses an evidence-based coaching model to promote deep involvement of staff in student success. Two of the main benefits of the Caring Campus initiative are developing a culture focused on increasing meaningful connections with students and creating a true partnership among colleagues.

The Teacher Education department has taken measures in being intentional in the development/redevelopment of courses. Framework, assignments, and assessments have been addressed to provide students with as many opportunities to authentically collaborate with one another. For example, word count requirements are contained in weekly discussions, and specific discussion boards ask students to collaborate on an assignment and provide meaningful feedback.

Faculty are utilizing available software, such as Zoom and Big Blue Button, to bridge the transactional distance with the online learning community, and to establish and maintain instructional and social presence. For example, faculty have implemented introductory videos and live, optional, instructional/collaborative sessions.

Faculty are encouraged to follow procedures for making contact with students who have not attended class, whether in-seat or in the online learning environment. While maintaining the rigor of the department, faculty are also encouraged to demonstrate empathy towards their students. Understanding that the student population is dynamic, students are often in need of someone to not only recognize their efforts, but also support them in the process of pursuing their goal of achieving higher education. Faculty are expected to communicate with their students weekly, at a minimum. This ensures not only providing information on the course, but also encourages students in their efforts to successfully complete the course.

The Human Resources department has an EEO (equal employment opportunity) statement on every job posted to the College website. This statement reads: “Eastern Gateway Community College does not discriminate on the basis of race, color, religion, ancestry, national origin, sex, age, disability, veteran status, military status, gender identity or expression, genetic information, or sexual orientation. The College will promote equal opportunities to all employees, applicants for employment, students, and student applicants for admission to the College through a positive and continuing affirmative action program. Eastern Gateway Community College will fully comply with all federal, state, and local laws and regulations to guarantee equal opportunities. All contractors of this College will comply with existing federal and state regulations concerning equal employment opportunities and affirmative action. Eastern Gateway Community College is an equal opportunity institution.” The HR department keeps the College compliant based on all criteria for employment within its structure.

Sources

- 1C-10_MVMC Collaboration
- 1C-11_Free College Benefit Webpage
- 1C-12_Free College Benefit
- 1C-13_CCP Webpage
- 1C-14_TRIO SSS National TRIO Day
- 1C-15_TRIO EOC Toys for Tots
- 1C-16_PTK_Program Fall 19
- 1C-17_TRIO SSS Black History Month
- 1C-18_TRIO SSS Food Pantry
- 1C-19_Food Pantries
- 1C-6_Fire Science Webpage
- 1C-7_Gator Fest
- 1C-8_Summer Guarantee
- 1C-9_Gateway Guarantee

1.S - Criterion 1 - Summary

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

Summary

The College has advanced, backed by a strong and consistent mission statement. The College Mission is clear, meaningful, and impactful. The role of the College in providing "quality, flexible, innovative and affordable educational opportunities to serve our communities through helping students achieve success" sets a high standard of continuous improvement and is compelling to today's students. Since its inception, the Mission Statement has been enhanced and core values established throughout the College community, which have been embraced in the execution of the Mission. The Mission provides the foundation for diversity and inclusion, and demonstrates the commitment of the College to educational, community, and industry partnerships. Likewise, it establishes the foundation for strategic planning, which drives decision-making and resource allocation.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

The integrity and ethical behaviors of the College are guaranteed by many processes. These processes are continuously reviewed and updated to guarantee institutional integrity.

In 2012-2013, the Board reviewed, developed, and adopted a series of policies. These policies govern the actions of the Board, Administration, Academic Affairs, Student Services, Fiscal Affairs, Human Resources, Technology, Community Relations, and other miscellaneous areas. This also includes general institutional policies, which are broader in scope, and not limited to a particular area or division of the College. The Board has five sub-committees: Building and Finance, Audit, Student Success, Governance and Personnel, and Compensation. Board bylaws and policies are periodically updated, which further defines the ethical responsibilities of the Board in discharging their duties and keeps them current. As a continuation of 2017-2020 Strategic Goal #2, “to operate within a continuous framework of improvement”, College policies and procedures are being reviewed and revised to ensure they are up to date.

These policies establish internal controls for the oversight of each department. As an example, each employee signs an acknowledgement form indicating understanding of the [Ohio Ethics Law](#) as it applies to employee conduct while employed by the College. In Spring 2020, all employees were required to complete training provided by the Ohio Ethics Commission and submit [proof of completion](#) to Human Resources to be placed within their personnel file. Based upon Policy 2-06, annual training on ethical behavior and conduct is required of all employees. This annual training, coupled with ethics training during employee orientation, provides a strong foundation of understanding regarding ethical decision-making throughout all levels of the organization.

From 2018-2019, the College implemented a new Human Capital Management system, Oracle HCM, to aid in maintaining the integrity of Human Resources data and improving the ability to track financial allocations within the College. This system maintains real-time data and allows quicker and more efficient access to data. Beginning with the 2019-2020 fiscal year, implementation began of a new SIS (Student Information System) to optimize integrity and maintenance of information within our student and academic systems.

The College adheres to the regulations and established standards for Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and federal financial aid regulations. Applicable training sessions for employees are provided when deemed necessary. Each employee signs an acknowledgement form indicating understanding of FERPA as it applies to employee conduct while employed by the College.

The Board has established fiscal oversight functions through its committee structure. The responsibility falls to the Building and Finance Committee to ensure compliance with the recommendations of the Auditor of State, whose representatives provide an annual audit per the Ohio Revised Code (ORC) 3354.10(c). The work of this Committee, as well as the Audit Committee, supplements that of the internal financial processes; it oversees the budget planning process and monitors College resources to maintain checks and balances when distributing funds and allocating resources.

Sources

- 2A1_Ohio Ethics Policy
- 2A2_Ethics Training Certificate Ohio

2.B - Core Component 2.B

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

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

Argument

The College Catalog provides clear and complete information for the public to review. The Catalog is established annually and is updated through addendums to represent any changes that occurred after Cabinet approval and posting to the website (www.egcc.edu). The College website provides additional information through various access points, including the Academics, Admissions, Students, About Us, College Credit Plus, and Workforce tabs. The drop-down menus in each area of the website provide further links to the college catalog, program listings, the academic calendar, college and program specific admission requirements, tuition and fees, the student portal, and other student services. Detailed, user-friendly program grids are available for review. These program grids are essentially guided pathways so students can complete their degree without accumulating excess credits. The student appeal processes are outlined in the College Catalog and the College responds to these appeals in a timely manner and records are kept in the appropriate offices.

The College HLC accreditation and the accreditation of individual programs can be found under the About Us tab. Under the Directory tab a listing of all fulltime faculty and their contact information can be found in the Faculty Directory, while the Campus Directory tab provides contact information for departments. Utilizing the Academics tab, Applications, and then Tech Prep and Articulation, both transfer in and transfer out information can be obtained. Both visitors and students can use the Academic tab to perform a course search using Campus Cloud technology for the details of course offerings including requirements and availability.

Sources

There are no sources.

2.C - Core Component 2.C

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

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

Argument

In order to be effective, Board members complete professional development annually. This includes [attendance at various conferences](#) and meetings of the Higher Learning Commission, Association of Community College Trustees, and the Ohio Association of Community Colleges. Additionally, Board members participate in an [annual retreat](#) to receive training and develop priorities for the upcoming year.

The Board deliberates monthly through both full session and committee meetings to consider the mission of the College and approve strategic goals developed in furtherance of that mission. Trustees continue to oversee the progress of strategic, collaborative relationships with business and industry, leading to a wide range of opportunities for students and a driving force for long-term institutional success. The Board closely monitors financial health, ensuring strategic planning with data driven metrics drives the business model, and working with leadership to establish transparency and accountability toward sustained financial viability. Board members are knowledgeable of the financial status of the College, receiving thorough financial reporting on a monthly basis.

At their meeting of January 15, 2020, the Board made a substantial decision. The Board, in the role of fiduciary, acknowledged a need for a required leadership change. The Chair was authorized by resolution to take the necessary steps to terminate the contract of President, Dr. Jimmie Bruce, in accordance with the terms of his employment agreement with the College. The Board appointed Mr. Michael Geoghegan, Chief Financial Officer, to serve as Interim President of the College during the transition to a new President.

Consistent with the terms of Dr. Bruce's employment contract, on April 3, 2020, an [end of employment agreement](#) was reached between the College and Dr. Bruce wherein he provided a ninety-day notice of his resignation as President of the College to be effective June 30, 2020. From April 1, 2020 to June 30, 2020, Dr. Bruce would be on Professional Development Leave. Michael Geoghegan continued to serve as both the Chief Financial Officer and Interim President until his [appointment to the role of President](#) at the July 15, 2020 Board meeting.

The Board's swift action in appointing an interim president provided guidance and led the institution through a period of adjustment and reorganization, maintaining institutional confidence and stability. They ensured the successful transition through appointment of a new President and reorganized leadership structure. The Board has maintained a cooperative relationship resulting in stable leadership for the benefit of the college community and service district.

[Board meeting minutes](#) reflect transparent leadership and macro-governance by the Board.

The commitment of the Board in the selection of and action taken on issues to preserve and enhance the institution is demonstrated through several examples. One of the most significant actions taken by the Board to enhance the institution is the initiative for acquisition of the [Youngstown campus buildings](#), which were previously leased properties. [Unanimous approval](#) and endorsement of the authorization and issuance of revenue bonds to finance the purchase of the [campus buildings](#) allows the College to establish permanence for the Youngstown campus within the Mahoning and Trumbull county service districts. Additionally, ownership of the buildings adds to an enhanced educational experience for students through ongoing campus improvements made possible by capital funding not previously available for the leased premises.

While reducing operating expenditures, the [Board recognized](#) the need to invest in the infrastructure of the College. As a result, the implementation of a strategic initiative to [update technology](#) for planning and budgeting, human resources, and finance was authorized. These technological improvements, based on the [technology plan 2017-2021](#), optimize resources and improve efficiency while supporting the academic and operational strategic goals. In addition, the College has upgraded to a cloud-based Student Information System (SIS) and a new Gateway (student portal), all of which are mobile and table friendly. All authentications services for Single Sign On (SSO) were moved to the Cloud as well. These initiatives put the College's technology 95% in the Cloud. This made it very easy to move employees offsite and support students remotely due to the requirements of COVID-19.

The College also upgraded to a new LMS (Learning Management System), Canvas. The College has been able to provide additional support to students and faculty by providing a student orientation course and faculty orientation course. All students are enrolled in the My Classes Guide (student orientation), which is a training course on how to navigate the learning management system and contains a technical readiness unit, and an academic resources unit. Once faculty are hired and receive credentials, they are enrolled in the faculty orientation course. The course contains modules demonstrating navigating the employee portal, college and course policies, navigating the LMS, and other helpful resources. Faculty have unlimited access to this course for further reference.

As part of Canvas, students and faculty have access to the Canvas Community. The Canvas Community contains student and instructor guides that can help answer a question a student or faculty member may have about Canvas. Canvas staff regularly update the Canvas Guides.

In January 2020, the Board supported a revitalization of the College's marketing and communications initiatives. Institutional leadership began by holding several forums and one-on-one conversations with students, faculty, and staff to solicit information regarding what communication methods and marketing messages, if any, were most compelling for promoting the College. Not only were existing advertising initiatives discussed, but also internal and external engagement opportunities, reputational challenges, and key differentiators.

The results of those discussions were integrated into a program redesigned to effect communications and marketing emphasizing increased transparency, including more direct communication with key

stakeholders and internal audiences. A new public messaging strategy is reinforcing educational rigor, program diversity, student success, affordability and accessibility. As part of the 2020-2025 Strategic Plan, data-driven budgeting of marketing priorities with enhanced tracking and analysis has been implemented to optimize ROI (return-on-investment).

The [marketing restructure](#) has resulted in a fresh, creative campaign, and an increased focus on digital advertising, primarily through Facebook and advertising on video-on-demand streaming services.

In accordance with Ohio's Open Meetings Act, the Board deliberates in meetings that are publicly noticed and open to the public. Opportunity is provided for constituents to address the Board during an official meeting. The Board reviews and considers reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations as reported in meeting minutes. Evidence of the Board's commitment to considering internal and external constituencies in its decision-making deliberations is seen in the support of the management of the COVID-19 pandemic. The Board has been integral in the success of the institutional response to COVID-19, overseeing the safety of the public and campus community through advocacy of the operational response to COVID-19 through administration and the Safety and Security Committee in the establishment of safety guidelines, and a [return to operations plan](#).

The Board supported the College in implementation of technological initiatives which proved invaluable in seamlessly moving all operations remote, resulting in continuity of business throughout the COVID-19 pandemic. Live streaming of public meetings was also implemented, not only as a safety measure, but to increase accessibility to meetings.

Additionally, a resolution was passed creating the [EGCC Summer Guarantee](#), through the institutional portion of the College's CARES Act funding, to ensure maximized enrollment during this period of uncertainty. The EGCC Summer Guarantee provided qualifying students the opportunity for additional financial support, allowing them to take summer semester classes with no out-of-pocket costs.

Enrollment trends for local students at the Steubenville and Youngstown campuses between Summer 2019 and Summer 2020 have shown an increase year over year. The Summer Guarantee was a significant factor responsible for this growth.

Given the demonstrated success of the Summer Guarantee program, the College sought [approval](#) from the Ohio Department of Education and the Board of Trustees to continue offering a similar benefit to students for the Fall 2020 Semester. A [Gateway Guarantee](#) program is being offered, in which local students will receive a scholarship to cover their Fall 2020 tuition expenses. Following the positive results from the Summer 2020 semester, the College is optimistic that the Gateway Guarantee program will be similarly successful for students in the Fall of 2020.

A [Board of Trustees](#) comprised of eleven members governs the College subject to the statutes and rules of the State of Ohio, Ohio Department of Higher Education, and the Ohio Ethics Commission. The Board is sufficiently autonomous to make decisions in the best interest of the institution. Each Board member is appointed by the Governor of Ohio to serve a term of four years. The Board is comprised of four members from Jefferson County and six members from Columbiana, Mahoning, and Trumbull Counties. There is currently one vacancy.

Board members are subject to relevant state ethics laws that define and prohibit conflicts of interest. Board members submit financial disclosure statements to the Ohio Ethics Commission annually. Members of the [Board are sworn into appointment](#) of their official duties by subscribing to an oath to faithfully, honestly, and impartially perform their duties. Board members are required to declare conflicts of interest and abstain from discussion or voting on issues which impact them in their official capacity.

2C-16_Board Policy 2-01

The Board periodically updates its [bylaws](#), which further define the ethical responsibilities for how Board members discharge their duties. Policies and procedures are currently under review for any revisions needed to be made current.

While the Board may deliberate and make certain institutional decisions, the daily operations of running the College are performed by administrators, staff, and faculty. The day-to-day management through the president is illustrated in the [organizational structure](#). The Board is knowledgeable of the status of campus operations, receiving reporting through six annual meetings, held bi-monthly, in addition to any additional special meetings. College leadership oversees campus operations and brings forth recommendations and resolutions for consideration of the Board.

Sources

- 2C-1_Training_Attendance
- 2C-10_Oracle_Presentation
- 2C-10-1_Oracle_Board_Resolution_2018-8
- 2C-11_RRG_Mktg_Communications Plan
- 2C-12_Return to In-Person Operations Plan
- 2C-13_EGCC Summer Guarantee
- 2C-13-1_Gateway Guarantee
- 2C-14_Special BOT Session Agenda 7-1-2020
- 2C-15_Trustee_Bios
- 2C-16_Policy2-01Legal_Basis_and_Authority
- 2C-17_BOT Bylaws
- 2C-18_Org Chart
- 2C-2_BOT_Retreat_080919
- 2C-3_End of Employment Agreement
- 2C-4_Res_2020-10
- 2C-5_Meeting_Minutes
- 2C-6_Resolution 2020-8
- 2C-7_BOT_Mtg_7-1-20
- 2C-8_Res_2020-9
- 2C-9_Technology Plan 2017-2021 2 (1)

2.D - Core Component 2.D

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

Argument

The College is committed to freedom of expression and the pursuit of truth in teaching and learning. This commitment is evident in integrity, ethical, and responsible conduct. Additionally, this commitment is initialized through the expression of the College Mission Statement and Core Values. The commitment of the College to integrity, ethical, and responsible conduct is further demonstrated in the requirement that all staff members, including adjunct faculty, complete annual ethics training in compliance with the State of Ohio Ethics Commission.

The Board has adopted [Policy 4-02](#) to ensure the College provides faculty the freedom to perform their educational assignments while pursuing intellectual honesty and objectivity and while engaging in free discussion and inquiry in a scholarly environment. While learning outcomes are expected to be identical between all sections of a course, faculty are at liberty to present material to meet those outcomes as they see fit.

The College maintains a Curriculum Committee with the purpose of ensuring the curriculum meets state standards and college mission. The Curriculum Committee consists of faculty representatives from each department, academic deans, and the vice president of academic affairs. Only faculty members have voting rights.

The [College Council](#) is composed of members representing all areas of the College, and includes faculty, staff, and student representatives who participate in a shared governance model. The College Council provided a forum for transparent and inclusive conversations relating to College affairs. The topics for discussion by the College Council are guided by an agenda that is informed and established by all stakeholders. The work of the College Council is being transitioned to shared governance committees.

Beginning in 2020, town hall meetings with students were conducted twice a year. The President of the College and President of the Bargaining Unit also facilitate an [employee forum](#) twice a year to promote employee engagement and to allow for open discussion outside of the formal meeting structure. These scheduled opportunities encourage open dialogue on topical issues as brought forward by students, faculty, and staff. Finally, [First Friday meetings](#), held by the president on the first Friday of each month, provide yet another opportunity for open and transparent discussion among stakeholders. Attendance and participation in First Friday meetings are open to all college stakeholders.

Sources

- 2D-1_Policy4-02
- 2D-2_College Council Charter
- 2D-3_First Friday 071020

- 2D-4_PresForum

2.E - Core Component 2.E

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

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

Argument

The institution's policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, staff and students. The College [policies](#) and [procedures](#) provide the framework for faculty to have the necessary tools to establish and maintain quality programs, staff to provide all necessary services, and students to earn an education.

The College is in the process of reviewing all policies and procedures and identifying those that need updated, revised, or created. This process is ongoing. Going forward, all policies and procedures will be reviewed on an annual basis to maintain compliance within the College's own operational system.

All new degree programs are internally approved by the faculty led [Curriculum Committee](#), also comprised of the academic deans. This ensures the integrity of courses required for degree completion and course content relevant to each degree. Procedure requires all programs to be reviewed on an annual basis to continue to meet standards set forth by the Curriculum Committee and program stakeholders.

[Policy 4-02](#) outlines the academic freedom for faculty so they may add to the established and approved content. All learning outcomes are expected to be met, and the faculty have the liberty of using additional learning materials to meet said outcomes.

Human Resources ensures employees receive annual ethics training as provided by the Ohio Ethics Commission.

The College Catalog serves as the contract between students and the College. Any changes to the catalog go through the following [addendum process](#): the addendum [change template](#) is completed and presented to Cabinet, once approved the addendum is posted to the website. The catalog, updated annually, outlines the ethics, information resources, and academic honesty and integrity guidance for students. The [Student Code of Conduct](#), embedded in the catalog, supports each student so they may have the opportunity to have open and respectful exchange of opinions, ideas, and information. All students, no matter the modality, are expected to follow the Student Code of Conduct while enrolled at the College.

All students are expected to submit authentic assignments for all assigned coursework. Any student

who violates or misrepresents work will be subject to disciplinary actions outlined in The [Academic Dishonesty procedure](#).

Placement tests are offered remotely using Zoom and the Accuplacer voucher Monday through Friday at 9 am, 1 pm, and 5pm to meet the different scheduling needs of our students. Students are also able to test on either campus.

The placement testing process begins with the Admissions Department providing the names and contact information of students who need a placement test. A voucher is created for the student and the testing staff reaches out to the student to schedule a testing appointment. Once the student selects an appointment date, the student receives a confirmation email with details leading up to placement testing. On the day of testing, the student is invited into Zoom about ten minutes prior to testing. The proctor verifies the student's identity and observes the integrity of the testing. Once the test is completed, the score information from the ISR (individual score report) is entered into Campus Cloud and the Enrollment and Admissions team is notified the testing is completed.

Sources

- 2E-1_EGCC Policy Manual
- 2E-2_Procedure Template
- 2E-3_Curriculum Committee Information
- 2E-4_Policy4-02
- 2E-5_ADDENDUM PROCEDURE POLICY 6-2020
- 2E-6_Catalog Addendum Template
- 2E-7_Student Code of Conduct
- 2E-8_Academic Dishonesty Report Form

2.S - Criterion 2 - Summary

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

Summary

With its Mission and policies and procedures, the College has the fundamental elements to meet the criterion on ethical and responsible conduct. Expectations for behavior are clearly outlined for all members of the campus community. Annual training in ethical behavior and conduct is required. This practice provides a strong foundation for ethical decision-making throughout the College. The College has a strong commitment to shared governance and includes all constituents in reaching strategic decisions. The institution has demonstrated, throughout the period of time for this review, strong ethical behavior through the Board of Trustees with the goal of carrying through the entire institution. During fiscal year 2018 a new Chief Financial Officer, Controller, and Budget Manager were hired. The accounting methods and philosophies were restructured, and departmental spending controls were implemented. This demonstrates the commitment of the College to the improvement of ethical and responsible operating processes, including budgeting and allocation of resources. It is the expectation that all students will submit authentic coursework. The Academic Dishonesty Policy is outlined in the master syllabus template utilized in every course. Offenses that include cheating, plagiarism, etc., will be subject to disciplinary action that could result in expulsion. Faculty members who believe there has been an infraction would complete and submit the academic dishonesty form. Students who do not agree with the decision may appeal as outlined in the College Catalog.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

The College offers certificates and associate degrees that are approved by both ODHE (the Ohio Department of Higher Education) and HLC. Courses have defined learning outcomes that are articulated in course syllabi and the College website. In Fall 2019, there was a [28 to 1](#) ratio for students to faculty. This was based on 57 full-time faculty and 1,078 adjusted part-time instructional staff.

The quality and relevancy of the College courses and programs are under constant review. The [Curriculum Committee](#) meets monthly to assess new course offerings and to modify current programming. New programs, or those in need of updating, are reviewed by the Curriculum Committee, then approved or sent back to the program chair or academic dean for more information. If the Curriculum Committee approves the changes or the new program then the information is then sent to Cabinet (senior leadership) for an approval decision. If approval is granted then the changes are sent as addendums to the catalog and are posted on the website.

The foundation of the College's curriculum is the general education program which incorporates liberal arts and science courses. Through general education courses, a student gains personal enrichment, cultural awareness, and universal knowledge. The general education courses provide the soft skills sought by employers. The general education courses support the degree-granting programs at the college. The courses typically align with formal articulation agreements with bachelor degree programs. The College has formal articulation agreements with many colleges and universities that offer at least a bachelor's degree. As an example, one specific partnership with [Central State](#) allows students who receive the Free College Benefit a pathway to a bachelor's degree. There are three degree pathways resulting from this partnership.

Students are successful in transferring to Ohio institutions such as Kent State, Ohio State, Ohio public and private institutions, as well as historically black institutions. In all, students have transferred to over 1,543 other two or four year institutions throughout 45 states, the District of

Columbia, and Puerto Rico. Formal articulation agreements exist for Ohio institutions. This supplements existing state policy for transfer including the [OTM, TAG, and CTAG](#). The institution will consider bilateral transfer agreements with institutions inside and outside the State of Ohio and has numerous transfer sessions that have included West Liberty University, and Indiana Wesleyan University, etc. Students have matriculated to these other institutions and have graduated with another credential.

The College ensures students receive a consistent education across all campuses and online course offerings by using [standardized syllabi](#) and standardized modules within the LMS. The institution utilizes subject matter experts (SME) to strengthen the academic content and has started utilizing Quality Matters to quantify the appropriate engagement and interaction within the online courses. Syllabi are consistent regardless of modality of delivery, and all syllabi contain references to academic support services such as Accessibility Services, Tutoring, and [Academic Dishonesty Policy](#).

As a part of the College's [Satisfactory Academic Progress Policy](#), students who are placed on academic probation due to insufficient academic progress must work with an advisor to create a plan to get back on track to academic success. Additionally, a student on academic probation is limited to registering for six credit hours in which they must achieve a GPA of 2.0 or greater.

The College participates in [NC-SARA](#) which is an [agreement](#) among member states, districts, and territories, that establishes common national standards for offering post-secondary distance education. The College participates in NC-SARA through our state which is a member of the Midwestern State Authorization Agreement (M-SARA) which was approved in March 2015 by the Midwestern Higher Education Compact (MHEC). By participating in NC-SARA, the College may offer online programming to students residing outside of the State of Ohio and allows students to be granted credit for such course offerings. These policies help protect students and provided benefits to both states and institutions carrying out distance education in multiple states.

The College works to ensure general education courses support the degree-granting programs and align with formal articulation agreements with four-year colleges. These agreements allow students to transfer general education and major-related credits to a similarly accredited institution.

The College supports its programs by offering over [489 active courses](#), 49 degrees, and 14 certificates as indicated beginning in the fall in the 2020-2021 College Catalog. The consistent use of advisory committees and regular participation in articulation agreements for all transferable degree programs ensures curriculum is appropriate for entry into the workforce and/or transfer into a baccalaureate degree program.

Programs are reviewed for appropriateness to the community college level using regular external accreditation reports and advisory committee meeting minutes. Some degrees, including the health programs, complete annual reports to document student learning outcomes. Other degree programs will use assessment management tools, such as TracDat, to monitor attainment of course objectives. The institution is planning on capturing assessment measures within the LMS so that all faculty can easily record, evaluate, and suggest improvements to instruction based on assessment information. This should increase the commitment and involvement of all faculty in building our desired culture of assessment.

For example, the FY2019 Associate Degree Nursing (ADN) Annual Program Review Report discusses the [overall mission](#) and history of the program. The report also reviews the

collaborative efforts of internal and external stakeholders such as the Nursing Advisory Committee. This Committee looks at the changes in the field of Nursing, ensuring students who go through the program will be able to meet the needs of communities and state mandates in which they will serve upon completion of the program. The report reviews the Outcome Assessment, Program Data Comparison, and the credentials of instructors in the program.

The FY2019 Annual Program Review Report for the Business Management Associate Arts Business (AAB) and Certificate is an example of a non-health related program. Similar to the ADN report, this report reviews the credentials of instructors to ensure they are properly credentialed. It includes a Summary of Outcomes Assessment and Internal/External Stakeholder collaborations. The courses offered must fall within the same accreditation standards of a four-year college to ensure transferability of earned general education and major-related credits. Annual Reports also assess the Program Learning Outcomes to ensure they meet the Program's Mission as well as the College's Institutional Outcomes.

In order to ensure that students receive an education that is consistent across all campuses including dual enrollment and through online offerings, the College has instituted standardized syllabi with standardized outcomes for all courses which are housed for each course in Canvas (LMS) regardless of location of offering (online, on campus, distance learning, dual credit etc.).

In addition, several courses are labeled as Ohio Transfer Module (OTM), Ohio Transfer Assurance Guide (TAG), and Career Transfer Assurance Guides (CTAG) courses. OTM courses are general education courses that meet universal guidelines recognized by Ohio Higher Education that use universal guidelines to ensure seamless transferability to other Ohio colleges and universities. Ohio's TAG and CTAG consist of courses with universal course equivalencies to ensure guaranteed transferability to other Ohio colleges and universities, which are part of the University System of Ohio.

Through the Office of Articulation and Transfer, the College establishes articulation agreements and partnerships with other colleges and universities to ensure the transferability of courses to partnering colleges and universities. Canvas is utilized for all modalities to collect student grades and attendance as well as be used to collect student assignments and tests. Hybrid and flex courses are available to meet the needs of students who are looking to pursue an academic program, but unable to attend a traditional classroom setting.

To remain current in technology resources, the College has developed the [2017-2021 Technology Plan](#) and has updated its management/administrative information systems, network infrastructure, telecommunications, software, and other technology-related resources to maintain currency and ensure that students receive the appropriate research tools required for academic inquiry. To ensure that students can fully engage with ever changing technology, computer labs have been added and upgraded. One example is the use of Zoom room technology for distance learning between campuses and offsite locations.

In 2019, the College moved to Canvas as a LMS, regardless of modality. This ensures that all classes are standardized and meet all expectations no matter how the course is offered.

In 2019, the IT helpdesk was brought in-house to ensure that students, faculty, and employees are provided fast, quality technological support.

Sources

- 3A1-1_HLC_Student to Faculty Ratio Calculator
- 3A1-2_Curriculum Committee Information and Members
- 3A1-2B_CSU MOU and Presentation
- 3A1-3_College Catalog pgs. 125-131 Transfer OTM TAG CTAG Articulation Agreements
- 3A1-4_College Catalog pg. 228 Academic Dishonesty Policy
- 3A1-5_Support Master Syllabus Template
- 3A1-6_College Catalog pgs. 234-237 SAP Policy
- 3A1-6A_College Catalog pg. 11 NC-SARA
- 3A1-6B_State Authorization Reciprocity Agreement
- 3A2-7_College Catalog pgs. 134-195 Course Offerings
- 3A3-8_Support Annual Program Review Mission Statement
- 3A3-9_2017-2021 Technology Plan

3.B - Core Component 3.B

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

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

Argument

The College offers students foundational coursework that would be required for the first two years of a bachelor degree program. Regardless of program, students typically are required to complete 36-40 credit hours of coursework in general education. This is to be part of the Ohio Transfer Module (OTM). These courses are generally liberal arts courses consisting of English, communication, math, social sciences, natural sciences, arts and humanities, as well as course offerings dealing with diversity issues such as race and ethnicity and social problems.

At the time of graduation, students are expected to be able to demonstrate [outcomes](#) in communication, informational literacy, critical thinking skills, and cultural and social literacy. Students may take different general education courses, but are still expected to demonstrate the skills mentioned above.

The College has set as a foundation in academics the development and continued enhancement of college wide learning outcomes which are embedded in the programs and curriculum. [Each program has expected learning outcomes](#) for students which engage critical thinking skills, communication skills, information literacy and cultural and social literacy. These are outlined in the program descriptions. Guidelines have been established for general education learning outcomes in the Guidelines & Procedures for Academic Program Review set forth by ODHE.

The College has embedded program coursework to prepare the student for the ever-changing world of work and life in the 21st century. The technical knowledge gained through the specified curriculum within their program is enhanced with technology, critical thinking, information analysis, and writing components to further their academic skillset. The general education coursework supports programmatic learning outcomes while adding social and cultural literacy components. Faculty and Administration remain focused on continued review and development of

curriculum and programmatic learning outcomes through the work of the Curriculum and Program Review Committees.

The Curriculum Committee consists of faculty members from across the College community who review any proposed curricular changes with a focus on ensuring the learning and rigor of the course or program.

The Program Review Committee has established, as part of its annual review, the [analysis of programmatic, course and institutional learning outcomes](#). Part of the Program Review process is that all program learning outcomes are provided, another expectation of this process is to provide an analysis of how each PLO supports both the program's mission as well as specific institutional outcomes.

Each program and course is examined by the program director or program chair, and subsequently the committee and dean, to determine how to encourage technology use, professional growth, and improvement of skill sets for the emerging workplace professional. The College strives to embed capstones, internships and or practicums that encourage workplace learning and student success.

Each program offered creates opportunities for students to synthesize information gathered through research and inquiry into forms of oral and written communication. The Intro to [Chemistry course \(CHM101\)](#) is an introductory chemistry class in the central science field. In this course students are asked to engage in "out of the box" creativity using critical thinking skills. The lab component of this course offers students the ability to see the theory come to life in interactive experiments. Students are asked to do a research project and PowerPoint presentation, involving any element of their choice, with a requirement to include something that interests them about their element. The presentation is the "spark" or the highlight for each student. This class is often a first-year course, encouraging students to take ownership of the element, presenting as though an expert in the field.

Additionally, the LMS currently used by the College, has the capability to embed and link learning outcomes to courses. This linkage will provide data on how the programmatic and institutional learning outcomes are being met. This process is in the development stage with the expectation of piloting two programs in Fall 2020. The development of critical thinking skills, soft skills, analytic research capabilities, and communication skills encourages adaptability for the successful student entering today's workplace.

In order to ensure that students are exposed to cultural diversity situations, the students take a course in social problems and race and ethnicity. The College also provides students opportunities outside of the classroom, such as co-curricular activities outlined below.

The IT Club consists of students in the Information Technology program with the guidance and oversight of a faculty advisor. The group's main function is to diagnose and repair computer problems for faculty, staff, students, and the public during the academic year. The IT Club holds a [free Computer Clinic](#) each year and other technology-related events when appropriate, in addition to the work performed during the semester.

The TRIO (Educational Opportunity Center) EOC program is based in Mahoning and Trumbull Counties with a focus of post-secondary education. The TRIO EOC Program is open to any individual interested in continuing their education throughout the United States. TRIO EOC provides supportive services designed to assist program participants through

admissions to, and progression through, educational programs from high school through adult education. TRIO EOC supports participants with career choices, educational choices, and societal support, in addition to participating with community partners. Example of events TRIO EOC participated in include a cultural trip to Youngstown State University to attend “A Soulful Jam Session Embracing the Legacy of Dr. Rev. Martin Luther King, Jr.” in January 2020, and a visit to Youngstown State University for National TRIO Day in February 2020. In 2019, the group visited White House Fruit Farms and the Kent State vs. Bowling Green Homecoming Football Game.

The Office of Student Activities continuously seeks out programming to help promote both the celebration and education of human and cultural diversity both on and off-campus. These opportunities have resulted in students engaging with local community organizations, such as the Mahoning Valley Diversity Committee, as well as representation on the [College's Diversity and Inclusion](#) Student Committee. Students have also been able to interact with peers from different campuses, which are diverse in their demography, through cross-campus programs and events, such as conference attendance open to students from all campuses. This includes experiences at the Collegiate Leadership Conference of Ohio at Columbus State Community College, as well as Propel Ohio, an annual conference focusing on equity and childhood poverty hosted by Senator Sherrod Brown. Students also can participate in an online book club that highlights literature focusing on topics of race, gender, sexuality, and other subjects of human and cultural diversity.

TRIO (Student Support Services) SSS is one of three federally funded TRIO programs at the College, offering services to underrepresented student populations of low-income, first-generation, and students with disabilities. The TRIO SSS grant program is the only TRIO program with offices on both the Youngstown and Steubenville campuses. Services offered include academic advising, personal counseling, cultural events, social activities, college visits, transfer advising, financial and academic workshops, and grant aid. Participants in the TRIO SSS program are twice as likely to graduate from college and they maintain an average of a 3.0-grade point average. TRIO SSS is committed to the successful completion of a degree or certificate program, and/or transfer opportunity to a four-year college or university for all students.

Over the past two years, TRIO SSS at has gone on several college visits including visits to Youngstown State University, Kent State University, West Liberty University, and Wheeling University. Some of the [cultural experiences](#) include going to the Pittsburgh Ballet, attending a showing of Macbeth, participating in the TedX Youngstown, visiting the Youngstown Business Incubator, and taking a tour of the Moundsville, WV Penitentiary.

Upward Bound is a federally-funded TRIO program established to help ninth and tenth grade students, who are first-generation college students or from low income families, overcome social, academic, and cultural barriers to higher education. Upward Bound seeks to first help students achieve academic success in and to graduate from high school, and secondly to encourage enrollment and persistence in post-secondary education. Participants are recruited from the following schools: Buckeye Local High School, Edison Local High School, Indian Creek High School, Toronto High School, and Steubenville High School.

Alpha Omicron Nu is the chapter of [Phi Theta Kappa](#), the national community college honor society, under the guidance of the faculty PTK advisor. The faculty advisor attends conferences with students that belong to Phi Theta Kappa each year. PTK students are involved in a series of activities including: Honors in Action Conferences, Leadership in Action Conference, Ohio Regional Hallmark Conferences, International Catalyst Conference through Phi Theta Kappa Headquarters, and many

more. PTK holds fundraisers and participates in Relay for Life events each year. They hold toy drives for the Salvation Army each year. They have a Hat/Glove Tree each year at the holidays to keep the homeless people in the campus communities warm through the winter months. Phi Theta Kappa Alpha Omicron Nu has grown from a few hundred student members to over 2000 students in less than 3 years.

Sources

- 1C-16_PTK_Program Fall 19
- 3B1-10_College Catalog pg. 14 General Education Outcomes
- 3B2-11_College Catalog pg. 18 Central Service Technician
- 3B2-3B3-12_Program Review Rad Tech and Assessment
- 3B3-13_Support Master Syllabus CHM101
- 3B3-14_Support Flyer TRIO Day
- 3B3-14B_Support IT Computer Clinic
- 3B3-14C_EGCC Diversity and Inclusion Committee-JR Committee

3.C - Core Component 3.C

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

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

Argument

The College [advertises and hires nationally](#) for a large number of remote positions, encouraging diversity in that way. In essence, employment opportunities are open to anyone from anywhere in the United States if they meet the requirements to teach as an adjunct. Some full-time instructors, enrollment counselors, help desk representatives are remote positions for which employees can reside anywhere in the United States. In that regard, the College reaches additional candidates in diverse communities from a variety of backgrounds.

An [EEO statement](#) is included on all job postings, and advertised in places to reach large numbers of applicants from broad avenues such as Indeed.com and Higheredjobs.com. The institution's goal is to provide a deep and diverse pool of applicants for both faculty and staff positions. Human Resources is responsible for ensuring candidates meet the minimum qualifications and the goal is a diverse pool of applicants.

The College is committed to having a strong and dedicated team focused on teaching and learning. The institution has made a commitment to an organizational structure that places a strong focus on academic affairs and has recently hired a new Vice President of Academic Affairs, who started work in February 2020. This position works closely with the academic deans to make sure academic programs have the essential personnel to perform at a high level. Since 2015, the institution has increased its full-time faculty by 62%, increasing the number from 40 to 65.

The institution previously used EMBANET (a division of Pearson) in the recruitment of adjunct faculty. Beginning in 2018, the College began the recruitment of adjunct faculty in-house, adding the role of Dean of Online. Over the past two years, the department has grown to four full-time

positions. The department works in conjunction with human resources in the vetting and hiring of adjunct faculty. The institution has hired over 300 additional adjunct faculty. This increase in personnel dedicated to instruction allows the College to maintain/limit the class sizes which allows for rigorous instruction to take place, create quality instructional interactions between both faculty and students along with student-student interactions, and allows for improving student success. In addition, to augment the work of full time faculty and the interaction with students, the institution currently has 100 full-time non-faculty employees. This increase enables the College to continue to provide effective and quality support to our growing student population while maintaining a focus on student success.

To ensure high quality interaction, all full-time and adjunct faculty are expected to answer emails within a 48-hour period. An [adjunct faculty handbook](#) has been developed and one section is dedicated to this information. The handbook is disseminated electronically to all adjunct faculty. This will also be included in communications with the full-time faculty and presented during the onboarding orientation.

Successful academic advising of students is a critical piece of student success in the community college sector. The College has a very large online student population. This has resulted in the institution creating full-time enrollment specialists who are available seven days a week. Because of the national reach of the online program, advising appointments are made available from 7:00 a.m. to 12:00 a.m. EST Monday – Sunday.

The institution is a strong community college that serves a population often in need of assistance. In order to handle the increased volume of financial aid applications as a result of enrollment growth, several positions have been added to the financial aid team. Adding manager level positions with prior financial aid experience has helped make numerous processes more efficient, and additional staff have helped handle the increased volume of applicants and build critically important individualized student counseling sessions. As of Fall 2020, the Financial Aid Department has a total of 16 members, plus an additional 7 staff members in the Financial Aid Help Desk call center.

Through information on file with Human Resources, the College establishes academic credentials and standards for all instructional staff that meet HLC guidelines. These files are maintained by the Office of Human Resources and are available in TracDat.

The following is the application process for instructors:

Candidates review available job postings and apply for adjunct positions electronically via the HCM program. Candidates submit all documentation of credentialing required for consideration in the desired field of study to the College. Online adjunct candidates are interviewed by the Dean of Online. If the instructor meets the requirements, the candidate is forwarded to the appropriate academic dean for review and approval. The dean then submits his or her selection to human resources for hiring.

Dual Enrollment Instructors contact the Director of College Credit Plus, who sends out Part-Time Instructor Applications. Instructors fill out the form, return it to the Director of College Credit Plus, and have educational transcripts sent to the College. The Director of College Credit Plus provides a packet of candidate information, checklist, and instructor credentials to the appropriate academic dean. The dean approves retention of the candidate and forwards all information to human resources to finalize the process.

(Annual Program Reviews) APR also review the qualifications of the instructors, both full-time and part time. This can be seen in the FY2019 Accounting AAB Annual Program Review Report found in TracDat (Nuventive).

Instructors send any new or updated credentials to the Human Resources Department so that files are updated and the College can ensure instructors remain appropriately qualified in their respective fields of study.

[Full-time faculty are evaluated](#) once a year by the appropriate academic dean. Full time faculty also submit a self-evaluation to the dean annually. The faculty evaluation form used is approved by the bargaining unit. Adjunct faculty, both [online](#) and [in seat](#), are reviewed in a similar manner. Student evaluations are expected to be administered each academic term. These evaluations are planned to be used for reviewing faculty interaction with students, review aspects of each and every course, and providing useful information to faculty to modify teaching strategies.

Human Resources is responsible for monitoring of the completion of the established academic credentials and standards required for all instructional staff. Applicants to any position are required to provide academic credentials and relevant work experience for review and evaluation. Assessments of all faculty are analyzed through this process.

Faculty are expected to maintain certifications and licensure pursuant to program requirements and HLC standards. Faculty are provided professional development funding for pedagogical and specific disciplinary training.

The College provides opportunities for professional development through employee development days, conferences, workshops, and training. At the beginning of the fall and spring semesters, faculty [welcome back week](#) is conducted during which workshops, training sessions, or guest lecturers provide new and insightful information.

[Employee Development Day](#) is held annually during which employees receive in-service training. Monthly faculty meetings are held with each academic dean to discuss problems and to improve the teaching-learning environment. The administration holds a monthly meeting with all full-time faculty in both divisions. This helps to ensure effective communication between management and faculty.

Full-time faculty members maintain weekly contractual office hours, in an effort to be more accessible to students. Faculty employs a variety of formats to meet with students in-person and virtually. For example, faculty use Zoom, Google, WebX and other technology to meet and conference with students, as needed.

All [full-time](#) and [adjunct faculty](#) are required to answer emails within a 48-hour period. This contractual obligation is communicated during the hiring process, the LMS orientation, and it is stated in both full-time and adjunct contracts. In addition, an [adjunct faculty handbook](#) has been developed and one section is dedicated to this information. The handbook is disseminated electronically to all adjunct faculty. This will also be included in communications with the full-time faculty and presented during the onboarding orientation.

The College provides its student support services staff members with many opportunities for professional development. Staff are invited to participate in welcome back meetings. These meetings cover multiple topics including technology training, college policies and procedures, and

human resources training and updates. Additionally, each year the College holds [Employee Development Day](#). Various topics are presented, including a Title IX training to all faculty and staff. The College has also implemented [First Friday meetings](#) held once a month. The First Friday meetings serve as a town hall meeting in which open communication between faculty, staff, and administration is encouraged.

Enrollment Specialists are encouraged to attend bi-monthly [faculty presentations by program directors](#) and program chairs. These presentations explore program content and requirements and allow employees to ask questions or identify any obstacles students are having with the program. Deans and the support staff from these offices are also encouraged to attend.

Applicants for staff positions in student support services, such as tutoring, financial aid, academic advising, and co-curricular activities must provide a resume as well as any transcripts that document relevant educational background, credentials, and work experience to be eligible for employment.

All staff members in the Tutoring, Financial Aid, [Accessibility Services](#), and Student Activities Offices undergo and maintain specialized training designed to ensure they are providing students with up to date and accurate information.

The staff in the Tutoring office at EGCC receives technology training on the internal systems such as Canvas and the Student Gateway Portal. This training equips them to help students navigate through the technology students' use most frequently. Tutors are also certified as proctors for the College Board's Accuplacer and ATI's TEAS test. A tutor at the College must have successfully completed classes with an A average in the courses they intend to tutor. A student tutor must carry a cumulative GPA of 3.0 or higher. A letter of recommendation from an instructor/professor is also required for specialized tutoring. If a tutor holds a bachelor's degree or higher terminal degree the letter of recommendation may be waived.

The staff within the Financial Aid Office is required to participate in [annual financial aid update sessions, as well as supplementary trainings](#) on regulation changes. Financial Aid leadership and staff have the opportunity to attend the annual Federal Student Aid conference hosted by the US Department of Education. Additionally, the College maintains active membership with the National Association of Student Financial Aid Administrators (NASFAA).

The Director of Accessibility Services participates in the ADA Coordinator Training Certification Program (ACTCP) that is offered and administered by the Great Plains ADA Center. ACTCP certification verifies that participants have completed training in required content areas and possess a depth of knowledge in ADA related issues. In-person symposiums and online classes are available to meet the requirements of the certification.

Sources

- 3C1-15_Job Posting
- 3C1-16_EEO Statement
- 3C2-16B_Adjunct Faculty Guide
- 3C4-17_Full Time Faculty Eval Form
- 3C4-18_Adjunct Faculty Eval Form
- 3C4-18B_Online Adjunct Faculty Eval Form
- 3C5-19_Employee Professional Development Day Agenda

- 3C5-20_Welcome Back Week Agenda
- 3C6-21_Full Time Faculty Contract
- 3C6-22_Adjunct Faculty Contract
- 3C7-25_First Friday PowerPoint
- 3C7-26_Calendar for Program Director Presentations
- 3C7-28_Accessibility Services
- 3C7-29_Financial Aid Training-Professional Development

3.D - Core Component 3.D

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

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

Argument

The College provides comprehensive student support with clear [guidelines for admissions](#), registration, and course placement. Strong academic advising and career planning are available that directs students through enrollment and completion plans. Enrollment Specialists counsel students with curriculum degree advising, [program planning](#), and transfer options.

In addition to the [orientation](#) to the College, students are guided in appropriate use of resources through the initial [CSS106, Succeeding in College course](#). CSS106 is required of all entering students who have not attended another institution. Additional support is provided through TRIO programs (Student Support Services, Upward Bound, and Educational Opportunity Center). Tutoring is provided on an individual basis, as needed, face-to-face, or online. Accessibility services are provided on an individual basis. The College library and Information Commons provide access to online databases and other library resources. Internet access is provided on all student-use computers.

The College embraces an open-door admissions policy. The minimum requirement for college admissions is a high school diploma, General Educational Development (GED) certificate, or completion of an approved home school program; however, applicants are not necessarily accepted to any course or program without adequate preparation. Admissions use placement testing results and advising to guide prospective students to appropriate programs, classes, and career goals.

All students, new and returning, are assigned an Enrollment Specialist. Students are encouraged to work with the Enrollment Specialists throughout tenure at the College. Enrollment Specialists provide the student with a consistent point of contact, so no matter the issue, the problem can be resolved, or the student directed to the appropriate resource.

The role of the Enrollment Specialist is to help students identify a major or program based on career and/or academic goals. If a student intends on transferring to a four-year college or university, the Enrollment Specialist should be notified so they can help develop an appropriate academic plan. Enrollment Specialists can also teach students how to register for courses, make changes to a schedule, discuss academic progress, develop success skills, or help a student apply for graduation.

The College has made a significant contribution toward technological improvements for all students. The College provides students with state of the art facilities and resources to enhance student educational experiences and learning. With the implementation of the [2017-2021 Technology Plan](#), an investment was made in WiFi and bandwidth expansion at both campuses in which 10GB fiber and CAT6e ethernet were installed at both campuses. Computers were also replaced throughout the buildings and labs. The change to Cloud-based based services and storage has enabled the College to embrace and enhance accessibility to student learning in the twenty first century. This significant and concerted investment in technological resources necessary to enable student access to college and educational resources from anywhere students reside, has been a sound and productive investment by the College while acting upon all three goals from the [2017-2020 Strategic Plan](#) and carrying through to the [2020-2025 Balanced Strategic Plan](#).

The University System of Ohio is a strong advocate for providing benefits to students who have served in the military. The College is a designated [Veteran](#) Friendly institution in the state of Ohio and provides benefits to this group of students, including the opportunity to register for classes three days prior to the commencement of open registration based on HB 488. A dedicated veteran's coordinator is located within the registrar's office to support this student population. The College is also committed to acceptance and awarding of training and experience obtained in the military.

The College has on its campus locations a tutoring center which includes a writing center, math center, and student success center. Hours typically at the in-seat locations are Monday through Friday and coincides with times most courses are offered. Scheduled appointments and walk-ins are available to students. In addition, online tutoring services are also provided to every student regardless of the modality of their course instruction. Brainfuse is a virtual tutoring system utilized by both in-seat and online students.

The College is committed to providing reasonable accommodations for students with [accessibility services](#) needs. The College provides faculty, both full-time and adjunct, with an understanding and expectations related to reasonable accommodations. Students are responsible for notifying the College regarding their special needs, and the College will afford all reasonable accommodations where students provide the appropriate documentation. The Director of Accessibility Services is working toward the ADA Coordinator Training Certification which should be completed by the end of this fiscal year.

To enhance hands on learning for students who want machining, industrial maintenance and a CDL coursework component, the College has two brand new off campus sites for workforce development and credit welding and drafting courses. In Youngstown, the College has an agreement with Choffin Career and Technical Center in which students in welding learn there as well as those interested in machining in which Choffin has a machining lab. The College received a \$2.5 million [TAACCCT grant](#) from the U.S. Department of Labor with the goal of creating a manufacturing center in collaboration with other local secondary and post-secondary institutions and resources.

The College, in 2019, received an [ARC grant](#) for \$836,332.00 for the Regional Workforce building renovations. The purpose of the new Regional Workforce Building is to offer training to the tri-state area for machining, industrial maintenance and CDL training. Also the Aspire program will be in the building to encourage Integrated Educational Training pathways for students without a High School Equivalency. Other workforce programs will be housed in the building as well as community outreach programs.

The Health Education and Workforce Center's ground floor was completed in April of 2019 and second floor was completed in Summer 2020. The building provides training in health and medical programs in both credit and non-credit, which include; Nursing, Medical Assisting, and Phlebotomy. Workforce programs also are offered, which include Real Estate and CDL.

Library access for all students is provided by an online public access catalog. The primary library collection of over 15,000 volumes is present at the Steubenville campus library with a smaller reference collection held at the Information Commons located at the Youngstown campus. Computer stations are available at both sites to provide access to local collections and to the statewide collections at OhioLink. OhioLink is the consortium that provides access to the collections of every college and university within the state of Ohio, free of charge to borrowers. OhioLink also provides digital access to millions of periodical articles and other digital collections via consortia owned databases. Staff members at the Steubenville library and at the Information Commons in Youngstown provide the traditional services of instruction and reference. Staff members at the library provide assistance with computer literacy issues, utilizing Microsoft Office Suite and online courseware. Library services are also available for online users, who have links embedded within Canvas online courses.

The Library recently expanded its virtual reference and instruction abilities by introducing Libanswers (virtual reference and knowledgebase) and Libguides (online research guides). These tools were adopted in order to provide greater access for our faculty and students to library services in an increasingly online and remote academic environment. Expanded access to library staff and content allows students to receive timely and effective instruction in research methods and information usage.

Sources

- 3A3-9_2017-2021 Technology Plan
- 3D1-30_College Catalog pgs. 196-208 Admissions Policies
- 3D1-31_College Catalog pgs. 20-22 Dental Assisting Program Grids
- 3D1-32_CSS106 Syllabus
- 3D1-32B_Student Orientation
- 3D4-33_2017-2020 Strategic Plan
- 3D4-33B_2020-2025 Balanced Strategic Plan
- 3D4-35_College Catalog pgs. 206-207 Veteran's Benefits
- 3D4-38_College Catalog pg. 226 Tutoring-Accessibility Services and Addendum
- 3D4-39_TAACCCT Grant
- 3D4-40_ARC Grant

3.S - Criterion 3 - Summary

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

Summary

The College has gained a national reputation as a provider of quality online learning. The College, in response to student and partner requests, has added additional relevant academic degree programs. As these programs have been added, the College has embarked on national recruitment of subject matter experts and retention of qualified faculty and has provided additional services and support to help students succeed from inquiry to graduation. Quality is assured through a philosophy of accrediting as many programs as possible and regularly reviewing all programs. In addition, the institution has taken many steps to ensure the quality of the programs is consistent across all platforms and delivery methodologies. The College continues to work on a variety of pathways to degree completion to meet the changing needs of students. These pathways are structured and guided to allow timely completion and prevent accumulation of excess credits.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

The institution evaluates its curriculum through the Curriculum Committee in a process called the academic program review. The model for reviewing assessment of information at the programmatic level was done in a three-year cycle. In October 2019, at the authorization of the Interim VPAA, the Annual Program Review (APR) Committee made the decision to implement annual program reviews for all programs.

Annual Program Review Reports are completed by the program director or program chair. Upon completion of the program report, the APR Committee assesses each program review utilizing an APR Review Rubric. As a final step, all APR Review Rubrics are sent to administrative leadership for continued evaluation. Cabinet reviews the program review findings and requests additional information as necessary. The APR Committee reviewed 35 programs for the academic year 2018-2019.

The intention is for the learning outcomes to be reviewed at the programmatic, course, and institutional level. Assessments were conducted from January 2020 through May 2020 using the rubric. Program assessment reports and program scored rubrics are housed in TracDat.

As an example, the [Radiology Technology program](#) reviewed learning outcomes, formulated action plans, and adjusted program measures as needed to meet program requirements.

The College analyzes previous college work and work experience for all students to help them complete degrees in the timeliest manner. One aspect that the State of Ohio and the College strongly embrace is prior learning assessment (PLA). The first step in PLA is deciding if student experiences might qualify as college-level learning and identifying the general subject areas or disciplines in which the student believes significant knowledge was gained. The second step in identifying student learning is to determine if the knowledge in a particular discipline is met. The third step in identifying students learning is to decide if they can document and demonstrate to an expert in the field that they do indeed possess the knowledge they claim. Student's learning is valid if an expert can evaluate it and assign college credit to it. Students then must send in training certifications that they have received over the years of working. Those training and hours must meet the curriculum of the College and the hours that a student would attend an in-seat course during a semester. If learning outcomes are demonstrated, then credit is provided.

There is a collaboration with department heads and program directors on specific training students have received. If the student does not receive [PLA credit, they can take the PLA100 portfolio course](#). All evaluations of PLA are conducted by staff and faculty. The College does not use third-party review of PLA.

The PLA100 course has been mirrored by the State of Ohio requirements for PLA portfolios. The first step in deciding if student experiences might qualify as college-level learning is to identify the general subject areas or disciplines in which the student believes has he or she has gained significant knowledge.

Students are limited to subjects appropriate for inclusion in an associate's degree program. The same criteria used for the acceptance of transfer credit from other institutions are applied to prior learning portfolios. Students develop a separate portfolio for each discipline area in which they believe they have college-level learning. For example, if the student has gained knowledge in human resource management and small business management, the student may include both subjects in one portfolio for the business department. However, if gained knowledge exists in human resource management and art, two portfolios are necessary; one for the business department and one for the art department.

The College has policies and processes in place to assure the quality of credit it accepts for transfer. The College requires submission of official transcripts from all previously attended institutions of higher education prior to registering for courses. Transfer students must comply with all admission procedures of both the College and its program delivery partners. An official evaluation of [transfer credit](#) will not be completed until the student has been admitted to the College and has submitted official transcripts from all attended post-secondary institutions. The credits from other institutions are evaluated and accepted by a team of transfer evaluators led by the transfer coordinator. The transferability of credit is awarded by the transfer coordinator. Students can appeal this determination as expressed in the College Catalog.

Additionally, time limits exist in some programs to ensure that transfer credits meet present-day academic standards and to ensure that students are working with the most up-to-date knowledge base possible. This establishes a solid foundation of academic quality and rigor for students as they begin the process of learning with the College.

The College believes that all faculty should teach the College content and maintain the appropriate

academic rigor. As courses have been moved online, course shells have been developed in the LMS, that touch the appropriate content and allows for the achievement of the course learning outcomes. These course learning outcomes are of significant rigor as they have been vetted by state panels to be included in the OTM, OTAGs, and are shown in bilateral agreements for transfer. This is true of delivery in-seat, online, and the high school sites. The faculty also must have the appropriate academic credentials regardless of location of delivery.

The College requires all graduates to have a minimum GPA of 2.0. Students who do not achieve this are placed on academic probation. If this underperformance continues, students may be terminated for lack of academic performance. Maintaining a GPA of 2.0 or higher and completing 67% of the semester credit hours will keep a student in good standing which is the goal of [Satisfactory Academic Progress \(SAP\)](#). Not obtaining this outcome can result in a warning, probation, or eventually termination. To help avoid this, the College provides tutoring, a strong library, coupled to Ohiolink, and faculty provide engagement hours (an example would be office hours) in which to further provide assistance to students.

The grade [appeal process](#) provides the opportunity for students to follow an informal and formal process. The informal process allows for the student to try to resolve the issue with the faculty member teaching the course. The [formal process](#) has many levels of escalation to review the complaint and allow for consistent and equitable decision-making. The process can include program directors, academic division deans, and the Senior Vice President of Academic Affairs. This type of appeal process is also followed for other types of appeals such as late withdrawals, drops, and tuition and fee refund.

The College has established grids for every academic degree program follows the national movement of guided pathways. We are especially proud of the model which allows students minimal choice which should reduce excess credits and expedite the path to graduation. This prescribed model allows for sequencing of courses that builds upon prior knowledge obtained to meet the programmatic learning outcomes. Our model has removed developmental education courses to Aspire (non-credit) which is a tuition free opportunity for students to develop basic English and math skills. We augment this model with assistance to students through 24-7 available tutoring utilizing Brainfuse software.

The College is a fiscal officer for the Aspire Grant funded by the Ohio Department of Higher Education. Aspire funding for the State of Ohio grant is made available by the Workforce Innovation and Opportunity Act (WIOA), Title II, Adult Education, and Family Literacy Act (AEFLA). Aspire is a competitive grant that focuses on providing literacy skills necessary for employment and self-sufficiency; obtaining educational skills necessary to become full partners in the educational development of their children; and achieving the educational skills necessary for the completion of a secondary level of education for all 88 counties within Ohio.

The College has been a grantee since the mid-1970s for the Adult Basic Literacy and Education Grant, renamed statewide as Aspire for Workforce. The program's goals align with the Workforce Transformation Office for Ohio's goal to educate Ohio citizens by creating a pathway to the workforce or to a post-secondary alignment. The Aspire program is a great fit for the College's two campuses, serving 6 of the 88 Ohio counties. The Aspire program educates non-high school graduates and re-educates high school graduates that need to be bridged into a program of study. Aspire also provides developmental education for college students in remedial math and English, medical preparatory classes, Test of Essential Academic Skills (TEAS) preparedness courses, workplace soft skill job preparation, ESOL (English for Speakers of Other Language) classes, Adult

Basic Education (ABE) and Adult Secondary Education (ASE) Courses, IET (Integrated Educational Training) courses, and educational courses in correctional institutions.

Currently, the College [Aspire Program](#) is ranked as a top tier program in the State of Ohio and has contact with over 1500 students annually. The Aspire Program had 1108 enrolled students that completed the state minimum of 12 classroom hours. Of those enrolled, seventy-four percent made a measurable skill gain for the ABE and ASE courses during the COVID-19 pandemic. The grant is funded for \$968,129.56 for FY21.

College Credit Plus (CCP) is the dual credit instruction program in the State of Ohio. High school faculty who would like to instruct CCP courses must fill out the part-time faculty application and submit it to the Director of College Credit Plus, along with official copies of educational transcripts and any other qualification credentials. The Director of College Credit Plus provides the application and instructor credentials to the appropriate academic dean for approval. The dean approves the instructor, and the application is sent to the Human Resources Department for final approval. CCP faculty meet the same requirements as all other instructional staff and may serve as adjunct faculty beyond their CCP assignment. Any CCP instructor who obtains additional credentials to teach in an additional field of interest, must first be approved by the dean before they are permitted to teach in that field.

To ensure that all [CCP](#) programming has the same learning outcomes and levels of achievement as all other courses offered, the College has instituted standard syllabi for all courses with standard learning outcomes that CCP courses must meet. CCP faculty are expected to attend all required training and webinars including completing the required Faculty Orientation in the LMS. CCP instructors are made aware of all required trainings through faculty email. To further ensure the quality of the courses and programs being offered, CCP faculty are evaluated by the College to ensure that all dual credit courses meet the required learning outcomes as well as maintain the required level of achievement for a college course.

The College maintains specialized accreditation for its programs as appropriate to its educational purposes. Additionally, the College utilizes the Transfer Assurance Guidelines (TAG) and the Ohio Transfer Module (OTM) to ensure that courses will transfer to other institutions of higher education and programs with specialized accreditation adhere to the learning outcomes required for accreditation. These programs meet both the expectations for the College and its annual review program process and the requirements of the specialized accrediting body.

[Specialized program accreditations](#) include:

1. The Dental Assisting Certificate Program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of Accredited. The Commission is a specialized accrediting body recognized by the United States Department of Education.
2. The Emergency Medical Responder, Emergency Medical Technician, Advanced Emergency Medical Technician and Paramedic courses are approved by the Ohio Department of Public Safety Services Division of EMS. The program number is 316.
3. The Paramedic Program is further accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). The program number is 600635.
4. The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), on recommendation of the Medical Assisting

Education Review Board (MAERB).

5. The Practical Nursing Program is approved by the Ohio Board of Nursing; the program number is 20163.
6. The Associate Degree Nursing program is approved by the Ohio Board of Nursing.
7. The Radiologic Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). The program number is 0274000.
8. The Respiratory Therapy Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Committee on Accreditation for Respiratory Care (COARC). The program number is 200326.
9. The Health Information Management Associate Degree program is accredited by The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). CAHIIM is an accrediting organization which has independent authority in all actions pertaining to accreditation of educational programs in health informatics and health information management. CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA).
10. The Fire Science Program is accredited by the United States Fire Administration as a Fire and Emergency Services Higher Education (FESHE) program.

The College is dedicated to developing its students into career professionals who are prepared to meet the demands of and keep professional pace with today's industries. Working with faculty and college leadership, we provide comprehensive services in career and professional development to our students and alumni, as well as build relationships with local, regional and national employers.

Employers have visited the Steubenville and Youngstown campuses over the years to advertise open positions. These visits took place until March 2020. In February 2020, Cedar Fair visited each campus, and held a career fair. The fairs resulted in hiring many summer employment positions. Throughout the academic year, healthcare hiring professionals speak to senior nursing classes, advertising upcoming career opportunities. Career Development works directly with the faculty to set these opportunities. Using technology, Career Development sends direct links and opportunities to students in emails, advertises opportunities on Facebook, and will have employment Zooms for the students and alumni.

Students are exposed to many opportunities for [career and professional development](#) throughout the academic journey. We have begun a more comprehensive evaluation of graduating students' employment starting in the Fall 2019 semester. The [graduation survey](#) went out in February 2020 to 1,300 students and had a 12% response rate. This survey, in addition to others that the academic programs have sent out, show the employment of our students. The same survey was sent to Spring 2020 graduates in July 2020. Starting in Summer 2020, the mandatory graduation application, now includes this survey. This will ensure that we get 100% of student employment post-graduation. The intention is to use graduation survey data to inform marketing strategies and reinforce key messages with student data.

Sources

- 4A1-1_Rad Tech APR Full Review
- 4A2-2_Catalog Course pgs. 202-204 and 184 PLA Procedures-Example-PLA Course
- 4A3-3_College Catalog pgs. 199-202 Credit Accepted in Transfer
- 4A4-4_College Catalog pgs. 234-237 SAP Policy

- 4A4-5_College Catalog pg. 236 Academic Appeal Process
- 4A4-6_Student Appeal Form
- 4A4-7_Document Describing Aspire Program
- 4A4-8_Example of a CCP MOU
- 4A4-8B_Program Accreditor Site Visit Schedule
- 4A6-10_Career Development Document
- 4A6-9_Career and Graduation Survey

4.B - Core Component 4.B

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

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

Argument

In the last annual program review cycle, all thirty-five degree programs submitted their annual review. This included the business management area, with its fifteen focus areas. Assessment of student learning provides evidence at multiple levels: course, program, and institutional. The College requires that student learning outcomes are clearly stated for each program and the program outcomes are clearly shown in the catalog. Assessment is a responsibility of the program chair and/or director and is a component of the current academic review process.

The presentation of assessment data utilizes TracDat, where programs assess institutional and program required learning outcomes. Program directors/chairs evaluate how PLO's support their program mission and institutional outcomes. It is an expectation that assessment data is utilized in course and program improvements. The institution has developed a new [2020-2025 Balanced Strategic Plan](#) where continuous improvement is an expectation for all areas of the College.

The College is dedicated to creating an environment of educational achievement by all students and reviews persistence, retention, and graduation rates. The institution also assesses student learning, and through the program review process, sets targets and reviews achievement against those benchmarks. Specifically, in TracDat, program directors and/or chairs provide assessment methods, outcomes and action plans. Program action plans are located in TracDat under the four-column report.

In the recent past, program directors and chairs provide data from the last three years for the following data sets: program enrollment, program retention, program completion, courses with routinely low pass rates, job placement, attrition rate, number of full-time/part-time students, quantity of drops for non-attendance after census date, and the pass rate. Using both the data from the last 3 years as well as data from the current APR, they provide a comparative analysis between each year. Recently this has changed to exclusively annual review for all academic programs.

All health programs conduct [annual program reviews](#) for their accrediting agencies. For some health programs, the requirement is a 5-year review cycle. Program effectiveness, and the documentation is housed in TracDat and the College website.

Work on the new assessment plan began in Spring 2016. The institution established general

education outcomes which are communication, information literacy, critical thinking, and cultural and social literacy. These educational outcomes have been/were assessed annually when first implemented.

The College assesses achievement of learning outcomes on the program and course levels. In addition to the regular assessment performed by programs and courses, the health programs engage in assessment activities as required for reaccreditation purposes.

The goal of the College's assessment activities is to report meaningful information regarding student achievement and the improvement of the College as an institution that promotes excellence in teaching and in student learning.

The College has followed a five-step approach to assessing student learning outcomes:

1. Link student learning outcomes to mission statement or institutional goal.
2. Identify student learning outcomes to be assessed.
3. Identify means of assessment and the criteria for success.
4. Assess student learning through the collection and analysis of data.
5. Use the results of data to facilitate teaching excellence and improve student learning.

Sources

- 4B1-11_2020-2025 Balanced Strategic Plan
- 4B2-12_APR Documentation

4.C - Core Component 4.C

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

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

Argument

The College defines persistence as continued student enrollment from the fall term to the spring term measured as a percentage. The College defines retention as continued student enrollment from the fall term to the next fall term measured as a percentage. The College defines completion as the percentage of students who graduate, and the data is derived from IPEDs. [Student KPIs](#) are tracked and reviewed to monitor performance at the campus level all the way to the programmatic level.

In the 2017-2020 Strategic Plan the College set a goal of increasing fall to spring persistence 2% annually. Persistence from fall 2019 to spring 2020 is currently 78% with a target of 80%. The College also measures persistence from spring to fall each year. The spring 2019 to fall 2019 persistence rate is currently 63%, which was an increase of 11% since the implementation of the 2017-2020 Strategic Plan.

The College has also focused on ways to improve graduation rates and set a stretch goal at 35% completion rate. Since graduation rates are lagging indicates the most recent data from IPEDs is from 2015 Cohort and the College is at a 13.8% graduation rate. In addition to IPEDs graduation rates the college also looks at three and five year graduation rates of all first time never attended students in the fall cohorts. The mature cohorts, from fall 2013-2015, have improved by 38% over the 3 year period from 16.8% to 23.1%.

In the 2020-2025 Balanced Strategic Plan, student success, which includes retention, persistence, and completion, is the focus in the fourth strategic perspective, Learners and Stakeholders. The College will continue using data to monitor and create/implement initiatives to continuously improve these metrics.

The Vice President of Institutional Effectiveness, Research, & Planning collects and provides data on retention, persistence, and completion of its programs at the campus and programmatic levels. Information is gathered and then compiled into reports that are easily available to all

departments within the College to assist with making informed decisions. The layout of the reports and the presentation of the data is always being evaluated and improved to provide as much information as possible for those stakeholders that are using them.

The College utilized its Student Information System (SIS), PowerCampus, for all of the student data and reporting until May 2020 and then moved to a new cloud-based SIS called CampusCloud. Historical information from PowerCampus was converted into CampusCloud and the College went live using the new SIS for summer 2020. These systems are used to provide the information needed for our internal and external reporting. External reporting is shared with our Union partners, our CCP high schools, ODHE for HEI, The Department of Education for IPEDs, and HLC.

The College uses programmatic retention, persistence, and completion data provided by the Vice President of Institutional Effectiveness, Research, & Planning to [assist with its APRs](#). The data consists of every program a student is enrolled in at the college is made available during the fall term for the prior academic year cycle. This data helps make sure the student outcomes are being met and enables program chairs/leads to make changes when needed. Academic programs use their advisory committees to review this data for continuous improvement related to course curriculum, internships/practicums/clinicals, and requests for additional equipment to improve success of their students.

The College has a [Student Success Committee](#) that is broken down into five working groups that lead the efforts on five goals addressing [student success](#). The College participated in the HLC Persistence and Completion Academy.

A recent project from the Student Success committee involved reviewing the overall successful completion for all courses taught in the 2018-2019 academic year. The courses that had an annual total enrollment greater than 100 and in the bottom 10% at the college for successful completion we flagged for review, see Group 1 Summary. The College used these courses to attempt to identify trends during the term where student performance started to decline. It enabled the College to review those courses content to ensure rigor. To add granularity, the data could also be broken out by term, by modality, by faculty, and by discipline to help locate other areas of improvement, which influence persistence, retention, and completion. As of Fall 2020, the committee and its priorities will be adjusted to align with the 2020-2025 Balanced Strategic Plan.

CCP has experienced rapid enrollment growth coupled with many [students earning their Associate's Degree prior to graduating high school](#). Most recently Steubenville High School top ten students all received the College's Associate of Arts degree. These students then continued their Baccalaureate education at institutions including The Ohio State University, Ohio University, The University of Cincinnati, Youngstown State University, The University of Akron, and Ashland University. The Valedictorian and Salutatorian are both majoring in Aerospace Engineering at The Ohio State University. The results are possible by continuous conversations between the high schools and the College.

The College reports persistence, retention, and graduation rates during the reporting periods to IPEDs using their methodology. In addition, the College uses its own methodology from an operational standpoint to measure these [KPI](#) metrics to better support our student population of [non-traditional adult learners](#).

As mentioned above the College defines persistence as continued student enrollment from the fall

term to the spring term measured as a percentage. The College defines retention as continued student enrollment from the fall term to the next fall term measured as a percentage. The College defines completion as the percentage of students who graduate, and the data is derived from IPEDs. In addition to IPEDs graduation rates the College also looks at three and five-year graduation rates of all first time never attended students in the fall cohorts. This methodology better serves the College's student population as it has shifted over time to becoming a predominately part time, 78%, population with an average age of 33 years through fall 2019.

The College as has data on term success rates, withdraw rates, average class size, and student demographic reports on gender, ethnicity, and age. Success rates are a percentage derived from the number of students who received a passing grade divided by the total grades awarded. The College considers a passing grade is an “A”, “B”, or “C” for its operational reporting, however a “D” is considered passing at the program level and degree audit. The withdraw rates are the total “W” grades awarded after the census date for each session. Average class size reports are based on lecture only sections.

All data is available for the institution and posted to the College's Employee Portal on the Institutional Research page. The data is utilized throughout the institution for operational decision making, including, but not limited for program reviews, student success committee initiatives, strategic planning, and updates to the Board and Cabinet. For example, there is a report called the term to term enrollment report and it shows students who were enrolled in a term but not yet registered for the next term. This report is used by multiple departments for improving persistence and retention. Enrollment Services uses this report to identify students who need to register for courses in the upcoming term. A contact strategy is then implemented whether it would be via email or phone campaigns.

Sources

- 4C1-13_EGCC Student KPIs
- 4C1-13B_CCP Graduates and SHS Top Ten Spotlight
- 4C-17_2018-2019 APR Data Example_Bus Mgt
- 4C3-14_Support Student Success Committee Names and Groups
- 4C3-15_Support Student Success Committee Minutes
- 4C4-16_Support Student Demographics Trends

4.S - Criterion 4 - Summary

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

Summary

The College plans, implements best practices, and assesses outcomes. That philosophy is evident in the institutional strategic planning process, as well as the 10 individual specialized program accreditations. The College continues to make progress in the areas of assessing student learning and documenting student success after graduation. In all areas of planning, assessment, and accreditation, the institution collects data reflects upon the data in the APR process and changes may be made within the curriculum with the goal of increasing student success. The College continues to refine a customized approach to assessment as the College community shares and learns from one another.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

Administration, faculty, staff, and students are actively engaged throughout the decision-making process, ensuring that stakeholders can contribute to the governance of the College, including setting academic requirements, policy, and processes. The distribution of representation is collaborative between the Board and Administration, then carrying out the decisions that have been vetted through the appropriate organizational structures.

All policies are approved by the Board and the procedures to carry out the policies are the responsibility of the College President. Board policies and procedures are continuously monitored for compliance and relevance.

The College uses an integrated process of administration, utilizing input from various internal groups, which is supported by empowered decision-making at the appropriate level. The governance structure exists through a variety of groups organized by role, function, and special interest or project. These constituencies are led by members of administration, faculty, and staff.

The Board governs through five supporting Sub-Committees: Building and Finance, Governance and Personnel, Audit, Student Success, and Compensation.

The Board has established fiscal oversight functions through its committee structure. The Finance and Building Committee oversees the internal financial processes of the College. It monitors the budget planning process and the distribution and allocation of resources. This Committee carefully provided guidance over the acquisition of the Youngstown campus buildings, previously leased properties. [Resolution 2020-3](#) illustrates the Board approval of the building purchases. They followed the process of authorization and issuance of revenue bonds to finance

the purchase of these campus buildings, aiding in making possible capital funding not previously available for the leased premises.

Shared governance continues through the collaboration of the Labor Management Committee. This committee meets bi-weekly to address shared governance topics that arise between the senior leaderships of both the Administration and the Collective Bargaining Unit. Additional shared-governance committees include Diversity, Morale and Engagement, Annual Program Review, Curriculum, and Safety and Security. The 2020-2025 Strategic Plan, referenced in Criterion 1A and detailed below, demonstrates an example of shared governance within the College. Faculty and staff also serve on search committees to hire new faculty, deans, and most other senior-level positions. This enables all employees to provide input and feedback to inform decisions. The [organizational chart](#), in addition to the established committee structure, demonstrates commitment to organizational engagement across all internal constituents.

First Friday meetings were introduced by the former president as his monthly opportunity to address the College community with informational updates. It has since been reformatted as First Friday 2.0 with a refreshed focus on employee engagement and a more collaborative environment, rather than primarily one-way communication from administration. Every employee is invited to attend and participate in these meetings in person or via Zoom.

The presidential open forum was initiated in August 2019 as an open exchange of information in which the President of the Bargaining Unit and the President of the College each offer comments and answer questions. These are held in the fall and spring semester each year.

The College is currently in the process of creating a Student Senate to get students more involved in the governance of the College. The Student Government Association was established to provide opportunities for students to actively participate and to provide a voice for them in their social and academic experience at the College. This group is advised by the Director of Student Activities. Student Senators (including a President, Executive Vice Presidents of Steubenville, Youngstown, and Online Campuses, and a Secretary) partake in leadership development training, work to enhance campus life, and serve as a communication link between the student body and the College's staff, faculty, and administration. They are tasked with creating diverse and inclusive educational and social programs, as well as undertaking community service outreach. Additionally, they review and approve charters for new student groups that may be formed at the College. Their membership is comprised of students from all campus modalities and the CCP program; these students may also serve in advisory roles on other committees throughout the College.

The College employs a variety of methods to collect and analyze enrollment, student success, and satisfaction data. Externally, data reflected in national reports, such as IPEDs, provide a broader view of student success in comparison with established cohorts, and are used to review current and long-term trends in retention and graduation rates. In addition to external validation, the College's Institutional Research department provides reporting on student success, in terms of retention, persistence and completion rates, all stored on the Employee Portal. The College has defined outcome measures, which aligns with the mission, in serving a growing and diverse population with quality accessible educational programs. Recent technological improvements, outlined in Criterion 2C, optimize resources and improve efficiency while supporting the academic and operational strategic goals. This enhanced our data accessibility and reporting capabilities.

The College utilized its Pell eligibility data for its four-county service district to implement its College Summer Guarantee Program. This program allowed students to take Summer 2020 semester classes with no out-of-pocket costs through Pell distribution and federal CARES Act funding. Enrollment trends for local students at the College's Steubenville and Youngstown Campuses between Summer 2019 and Summer 2020 demonstrated growth year over year. The Summer Guarantee was a significant factor responsible for this increase.

In addition to its local growth, the College is one the fastest-growing higher education institutions in the state of Ohio and nationally. The College has continued to work remotely and monitor productivity, enabling the College to thrive throughout pandemic-related obstacles, avoiding layoffs and salary reductions, while other institutions have suffered. Given the demonstrated success of the Summer Guarantee program, the College sought approval from the ODHE to extend a similar benefit to local students for the Fall 2020 Semester, through a tuition waiver. Following the positive results of increased enrollment from summer, the College is optimistic the program will yield similar success for students in the Fall 2020 semester.

In early 2019, the College made a data-responsive change to better serve Pell eligible students in developmental mathematics and English courses. The College found that students who failed developmental courses either repeated them and failed again, or did not make another attempt, resulting in a depletion of their Pell resources. The decision of administration to move developmental courses into the State's Aspire (GED) program has resulted in an increase in its [student success metrics](#) while saving the students financial resources. This has also helped the student complete their intended degree sooner, rather than facing prolonged degree completion of as much as 6 months to a year. The result has been the transformation and integration of College-level mathematics and English into guided pathways for degree-seeking students across all disciplines free of charge to the student. The College uses budget and planning data to determine new programs, new hiring, and resources to support the overall growth of the College.

The faculty lead Curriculum committee is the venue for vetting changes to the institution's curriculum and academic procedures. Many of the academic programs have advisory committees which allow staff and community members to provide insight to the changing landscape for students seeking employment. This collaboration allows faculty to receive input and make changes to keep programs current and viable to compete in today's job market and often also makes a stronger case for effective transfer.

Assessment of student learning provides evidence at multiple levels: course, program, and institutional. The College has also required that student learning outcomes be clearly stated for each educational program, which should make effective assessment possible. Program outcomes are clearly shown in the [College Catalog](#). Assessment is a responsibility of the Program Director and is a component of the current Academic Program Review process.

Sources

- 5A-1_Resolution_2020-3
- 5A-2_Org Chart
- 5A-3_Student Success Metrics
- 5A-4_2020-2021-Catalog-and-Student-Handbook

5.B - Core Component 5.B

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

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

Argument

The faculty of the College are appropriately qualified based on an established hiring credentialing process with [documentation of appropriate credentials](#) included in personnel files. Non-faculty employees are appropriately qualified based on the standard established in their position description; again, documentation of appropriate credentials is included in personnel files.

Ongoing [training](#) is provided via:

- Position specific workshops, webinars, seminars, etc. held at state, regional, or national level
- On-campus training held twice per year
- College-developed, online-based training for Title IX, FERPA, and Sunshine Laws
- College degree course work supported by the College's tuition reimbursement or tuition remission procedures.

Performance management is accomplished by annual evaluations for senior leadership and faculty members. Involving input from all levels of staffing throughout the organization, the College has developed an extensive, systematic budget development and review process that is documented in the budget calendar, budget manual, and budget monitoring. The development and review process link the strategic goals to the budget to ensure alignment with the allocation of the College's resources. The newly developed Academic Program Review will be incorporated into the budget development and review for fiscal year 2021. The campus master plan academic program recommendations were incorporated into the fiscal 2020 budget development along with a limited academic program review pilot.

The fiscal year budget review process is available at any time with real-time data via Oracle's Planning & Budgeting module implemented in 2019 for all staff who have budget monitoring responsibilities. Requested use of contingency funds, or application for a grant, requires a review and approval by the Cabinet. Adjustments are made at mid-year and reported to the Board as the revised budget. This formal review is supplemented by budget adjustments that are recorded within the College's accounting system as they occur, so that the College is continually working with an up-to-date picture of its financial status. Through this in-depth review process, the College can strategically change resource allocations as opportunities and challenges arise.

The College aligns our resources to our strategic plan and includes a review for strengthening our academic programs as well as the non-academic support departments.

In October 2017 the College created the [2017-2020 Strategic Plan](#). This plan consisted of three (3) goals: 1) Eastern Gateway Community College will engage every student and provide support needed to achieve student success, 2) Eastern Gateway Community College will operate within a framework of continuous improvement, and 3) Eastern Gateway Community College will explore and implement strategies to ensure financial stability and vitality into the future. When this plan was developed, the College had an enrollment of 8,618 students. As the College experienced exponential growth over the last 3 years, the 3 goals and defined measures were too broad to properly manage the College as a whole and move it to its next level of success.

In order to most effectively meet the demands resulting from the increased growth of the College, senior leadership decided to use a structured approach to the development of a balanced strategic plan that would address the continual growth, lay out a clear path to guide the institution and manage the College's performance and progress toward its vision and mission. The plan needed to clearly communicate goals and expectations to the students, staff, faculty, community, the Board, and stakeholders.

The strategic components of the balanced strategic plan started at a high "strategic altitude". Mission (or business purpose), Vision, and Core Values were then translated into desired Strategic Results. The organization's "Pillars of Excellence," or Strategic Themes, were selected to focus effort on the strategies that will lead to success. Strategic Objectives are the "DNA" of strategy and are used to decompose strategy into actionable components that can be monitored using Performance Measures. Measures allow the organization to track results against targets, and to celebrate success and identify potential problems early. Finally, Strategic Initiatives translate strategy into a set of high-priority projects that need to be implemented to ensure the success of strategy. Engaged leadership and interactive, two-way communication are the cornerstones of a successful management system. Once the strategic thinking and necessary actions are determined, annual program plans, projects and service level agreements can be developed and translated into budget requests.

Under the leadership of the President, in August of 2020, the College began working with the Balanced Scorecard Institute (BSI) on developing its [2020-2025 Balanced Strategic Plan](#). Using BSI's proprietary *Nine Steps to Success*TM methodology, 70 representatives from throughout the College joined the College's Strategic Teams and participated in the development of the College's 2020-2025 Balanced Strategic Plan. The College's Balanced Strategic Plan builds on the existing Strategic Plan and strengthened or added components to bring additional clarity regarding outcomes, performance measures, strategic initiative alignment, a strategy map and a one-page summary of the College's strategy.

The College's Strategy is defined as an action plan over a five-year period to move from the College's current state to the College's future state. Organizational strategy is the approach to move from the current state while achieving the defined Mission to some future desirable state or Vision. The College's strategy is to create opportunities and change lives by providing quality, flexible, innovative and affordable educational opportunities to serve the community by helping learners achieve success. Over the next five years, the College's strategy will focus on achieving desired results in four Pillars of Excellence – Learner Centric, Program Centric, Strategic Partnering and Operational Excellence. The four Pillars of Excellence were determined by a fourteen-member Strategic Management Team (SMT) during a two working day session on August 9-10, 2020. In

addition, the team identified Challenges and Enablers (SWOT analysis), Trends, and Customer and Stakeholder needs, this completed Step 1-Assessment and Step 2-Strategy of the Nine Steps to Success™.

On August 20-21, 2020, Theme Teams were brought together to collaborate on Step 3-Objectives and Step 4-Strategy Map. These teams included the SMT and 26 new employees. The Theme Teams developed a set of twelve specific continuous improvement objectives and their intended results. These 12 objectives fall under four strategic perspectives that define the strategic tiers of the strategy map.

On September 9-11, 2020, the SMT collaborated with Objective Owner teams, consisting of 46 employees, met to develop Step 5-Measures and Targets. These teams determined the performance measures to be used through the life of the five-year strategic plan to determine that the objectives of the plan are being evaluated and achieved.

The 2020-2025 Balanced Strategic Plan is built around four strategic perspectives: Organization Readiness and Growth, EGCC Processes, Financial Stewardship, and Learners and Stakeholders.

Below is an outline showing the 4 Strategic Perspectives, 12 objectives, Intended Results and Performance Measures:

1. Organization Readiness and Growth

○ Increase Program Offerings

1. Increased ideas for in-demand credit and non-credit programs

- Potential Student Survey
- Enrolled Student Program Request Survey

2. Increased number of new in-demand programs

- # of credit in-demand programs
- # of non-credit in demand programs

3. Increased number of non-credit programs which can segue into current and future credit programs.

- COMPOSITE INDEX: # Non-Credit Program Adjusted to Industry Standards, Recommended Title: Current program success rate, and Transfer pathways to in-demand programs

○ Increase Knowledge, Skills, and Abilities

1. Faculty and staff have the relevant training and professional development opportunities.

- Professional development
- Onboarding and Training

2. Mentoring supports professional development and increases cross training across the College.

- Performance Feedback
- Cross-Training Within Departments

○ Improve Shared Governance Mindset

1. Administration and Union representatives continue work together to proactively resolve College issues

- Complaint Resolution
- End Grievances at Step 1

2. Every employee at the management level and above is educated regarding the Bargaining Unit and the rules of the current Collective Bargaining Agreement

(CBA)

- % of Managers trained

2. EGCC Processes

○ Improve Marketing

1. High amount of organic engagement on social media platforms
 - Increase engagement
 - Follower Growth
2. We rank highest among internet searches
 - COMPOSITE INDEX: Keywords are in the top 20% of Google search – is the SEO effective, and Consistently improve organic search ranking
3. Our brand awareness messaging is consistent across all platforms
 - COMPOSITE INDEX: Branding is consistent and identifiable, and Marketing materials consistently produced in-house

○ Improve Organizational Processes

1. Staffing levels meet departmental needs and/or demands
 - Employee Feedback Survey
 - Processes per Department Ratio
2. Documented processes are easily accessible by all stakeholders
 - % Migrated to SharePoint
 - Survey Employees
3. All processes are documented
 - Survey Management
 - % of documented processes

○ Improve Support Services

1. Students access appropriate support services quickly and easily
 - Students Concerns Resolved (1 Contact)
 - Students concerns addressed in 24 hours
2. Website is user-friendly
 - Lower average view time of the .EDU homepage
 - Customer Feedback Survey
3. Students access appropriate support services quickly and easily
 - COMPOSITE INDEX: Student trained on technology, and Faculty trained on technology
 - Standardization of learning technology

○ Improve Relationships

1. Information is disseminated in a timely manner
 - Institutional notification process
 - Engagement Tracking system
2. Departments interact with each other regularly
 - Interaction opportunities between departments

3. Financial Stewardship

○ Increase Cost Effectiveness

1. Total costs are never greater than 80% of gross revenues
 - Operating Ratio
2. Senate Bill 6 (SB6) Composite Score above 4.0
 - COMPOSITE INDEX: SB6 Viability Ratio, SB6 – Primary Reserve, and SB6 – Net Income Ratio

○ Increase Financial Resources

1. We generate \$200+ million in revenue serving learners in local, regional and

- national markets
 - 100,000 learner's total enrollment
 - Minimum of 20% of total enrollment will be Ohio learners
- 2. We generate and maintain minimum fund balances of 15% of revenues
 - Fund Balance 15% of Annual Revenues
- 3. We have a \$5 million Foundation
 - \$5 Million Foundation by 2025
- 4. Learners and Stakeholders
 - Improve Career Preparedness
 - 1. Internship programs with businesses provide the experience necessary to increase employment
 - Employment Rate after Graduation
 - Pool of Internships / partnerships
 - 2. Learners are engaged beyond the classrooms to enhance professional development
 - Career building events
 - Employment rate after graduation or promotion
 - 3. Learners receive instruction in the classroom for degree-related skills
 - Outcomes (Grades)
 - Improve Student Success
 - 1. Continuous enrollment in credit courses until learner meets intended goal or outcome
 - Enrollment
 - COMPOSITE INDEX: Persistence, Retention, and Completion
 - 2. Continuous enrollment in non-credit/workforce courses until learner meets intended goal or outcome
 - Enrollment
 - COMPOSITE INDEX: Persistence, Retention, and Completion
 - 3. Established articulation agreements to increase transferability and completion of a bachelor's degree
 - Number of agreements
 - Number of students that transfer (%)
 - Improve EGCC's Image
 - 1. Improved relationships with state officials, state departments, and associations
 - Increased involvement with Higher Education State Associations
 - Proactive communication of EGCC success stories with elected officials
 - 2. EGCC's image is validated by external stakeholders
 - COMPOSITE INDEX: Community based surveys & focus groups, Positive News Media Coverage, and Local/Shared Mission Organizations
 - 3. EGCC's reputation is reinforced by internal stakeholders
 - COMPOSITE INDEX: Student Satisfaction Survey, Referrals from Internal Sources, and Online Reviews

On September 29, 2020, the SMT met to determine the Strategic Projects, Strategic Teams, and project timelines. This completed Step 6- Strategic Initiatives, and Strategic Plan & Rollout. During this session, 14 Strategic Projects were created consisting of common strategic initiatives. A SMT member was assigned to one of the Strategic Projects that they will manage as the Strategic Project Manager. They will be responsible for conducting monthly meetings with their teams to gather data on the measures associated with their project. It is also the responsibility of the Strategic Project Manager to report the measurements of their project at the Strategic Quarterly SMT Meetings. These

meetings laid the groundwork for Steps 7-9- Performance, Alignment, and Evaluation, which will be ongoing through the life of the Strategic Plan. For full details on the development of the Strategic Plan please refer to the supporting document 2020-2025 Balanced Strategic Plan.

Over the past 4 years there have been significant upgrades to the College's budgeting and financial planning processes:

1. A new ERP system was implemented in January 2019 to strengthen the controls on spending and enhance the budget and planning process. Department requisitions must first pass budget authorization, before being submitted for a multi-step management approval. The budget and planning module allows for budget to actual comparisons using real-time data. The new SIS integrates student accounts and financial aid to the ERP.
2. During fiscal year 2018 a new CFO (Chief Financial Officer), Controller and Budget Manager were hired; all still employed by the College. The accounting methods and philosophies were restructured, and departmental spending controls were implemented with the ERP. The College now has monthly closings using the ERP, an original budget and adjustments that are in-sync with the business activities in the ERP, and cash balances that reflect the profitability of the College. See [audited financials](#). All these changes are condensed into a recent [Board Meeting package](#) for September 2020.
3. The College submits quarterly reports to [ODHE](#) on its Financial Composite Score, annually to [HLC](#), and with [IPEDs](#) submissions.
4. The strategic planning and budgeting process is supported and enhanced by the ERP. It streamlines the review of department expenditures, physical and technological infrastructure, academic programs, and forecasting future opportunities.
5. The budget planning and development for FY21 incorporated the strategic plan goals of the College.

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.

The College posted its preliminary 15th day fall enrollment at 36,650 students. As additional sessions have started the College currently has its largest enrollment ever for the fall term with a total of 38,268 students on campus and online. This is a nearly 65.5% increase from the 2019 fall term. There was also a year-over-year increase of 13.2% in Ohio enrollment, currently 6,555 students. On a percentage basis the College is the fastest growing community College in Ohio. This growth plus the student success metrics below has resulted in a 36% increase in state funding over the last four years.

The following are recent [student success](#) results:

- Persistence: Fall 2018-Spring 2019 - 71.1%
- Persistence: Fall 2019-Spring 2020 - 78.1%
- Student Success: Spring 2019 – 77.7%
- Student Success: Spring 2020 – 80.2%
- Retention Fall 2018-Fall 2019 – 51.4%
- A recent survey of graduates (2016-2020) found that 67% experienced career growth after receiving their diploma.
- The College's students have transferred to over 940 4-year universities

Fall 2020 Demographic Profile:

- 20.7% Black or African American
- 17.9% Hispanic/Latino
- 68.4% Female
- 76.2% Age 25+

Affordability and access to online courses were the driving forces in enrollment numbers. The COVID-19 epidemic has displaced many students, while others looked for more affordable, online options. The College offers thirty fully online degree and certificate programs (including focus areas). Additionally, an innovative student funding model allowed the College to offer tuition-free courses to anyone in Trumbull, Mahoning, Columbiana or Jefferson Counties for Fall Semester. It continues to grow its “last-dollar scholarship” program that allows labor union members, and their families, access to free online degrees.

- From FY2018-FY2020 the College has increased its organizational capacity as follows:
- Full-time Faculty and Online Full-time Faculty Increase:
 - 2018 = 44
 - 2019 = 51
 - 2020 = 65
- Enrollment Specialists and Financial Aid Help Desk Increase (includes SRC):
 - 2018 – 29
 - 2019 – 60
 - 2020 – 67
- Registrar/Student Services Increase:
 - 2018 – 8
 - 2019 – 13
 - 2020 – 17
- Financial Aid Specialists Increase:
 - 2018 – 13
 - 2019 – 16
 - 2020 – 16
- Increase in Revenue – Tuition and Fees increased \$25.68 million, or 146.7%, from FY18 to FY20.
- Increase in Net Position - \$6.1 million, or \$458.9%, from FY18 to FY20
- New Associate Programs Added:
 - 2019 - 2: Associate of Science - Fire Science; Associate in Applied Science - Healthcare Administration
 - 2020 - 1: Associate of Applied Science - Social Work
- Total number of certificate programs offered to date - 15 (5 in Academics, 10 in Health, Science, and Public Health)
- Total number of associate programs offered to date - 34 (18 in Academics, 15 in Health, Science, and Public Health)

The [fiscal resources](#), which support the human resources, and the physical and technological infrastructure, are documented in the College’s annual budget and are derived from the following sources:

- Annual support from the state of Ohio through its outcome-based funding formula
- Annual tuition and fees from enrolled students
- Annual levy funds from Jefferson County, Ohio

- Restricted grants
- Biennial capital appropriations from the state of Ohio (annual budget; capital request 2020-2021)
- Support from the College foundation

With the exponential enrollment growth at the College, new academic programs and faculty can now be budgeted from the increase in revenue from tuition and state subsidy. The College monitors and, as needed, increases faculty, adjuncts and student services staff to support the student growth both campus-based and online. The College works to ensure that the student to faculty ratio stays below 35:1. It is also important to note that the state subsidy funding model is based on a lagging three-year student outcomes average.

The College recently created a new full-time online faculty position, which focuses solely on instruction, and is required to instruct in all three academic terms. These full-time online faculty members also take part in all professional development along with traditional campus-based faculty. There have been 10 new full-time online faculty hired over the past two academic years for the disciplines with higher enrollment. 10 additional faculty have been budgeted and forecast during the next two fiscal years based on enrollment and academic need along with budgetary considerations.

The College is committed to having a strong and dedicated team focused on teaching and learning. The institution has made a commitment to an organizational structure that places a strong focus on Academic Affairs and has recently hired a Vice President of Academic Affairs, who started work in February. This position works closely with the academic deans to make sure academic programs have the essential personnel to perform at a high level. Since 2015, the institution has increased its full-time faculty by 62%, increasing their numbers from 40 to 65. In addition, the institution has hired over 300 additional adjunct faculty. This increase in personnel dedicated to instruction allows the College to maintain/limit the class sizes that allows for rigorous instruction to take place, creates quality instructional interactions between both faculty and students along with student-student interactions, and allows for improving student success. In addition, the College has also increased full-time employees from 44 to 100 and full-time support staff from 24 to 39 during this same time frame. This increase enables the College to continue to provide effective and quality support to our growing student population while maintaining a focus on student success.

As mentioned, prior the College has added several management and staff level positions to the financial aid and enrollment specialist teams to address the increased volume of applications and individual student counseling sessions.

All courses at the college whether in-seat, hybrid, or online have a section in the learning management system, Canvas. Faculty expert(s) retain control of the content, assessment, and quality of the courses, and the instructional designers assure that all elements of the course design are integrated properly and are compliant with ADA requirements. Instructional designers help with uploading the content to the course blueprints which may include course readings, PowerPoints, videos, images, discussion questions, assignments, quizzes, and course projects. Instructional designers also help with creating course sections for individual faculty members, troubleshooting, assisting with questions, assuring that the course elements work and all the links are operational, etc. The courses as designed have a number of assessments keyed to the course outcomes and faculty members may choose which assessments to use.

A week prior to the start of classes, all sections are created from the blueprint. All sections look the

same to ensure quality and consistency across all sections. Instructors are not to change the content of the course but may add supplemental materials that will enhance the learning of the course material. Three days prior to the start of courses, students receive read-only access so they may begin reviewing the syllabus and reading the course textbook. Modules open at the beginning of the academic week, Monday and most assessment due dates are set for the end of the academic week, Sunday. Almost all courses use content built within the learning management system, but some do use an LTI to access content such as McGraw Hill Connect, Cirrus, Starry Night, and TestOut. Digital textbooks and readings are accessed via RedShelf through an LTI or as PDF in the course or through the OhioLINK O’Rielly platform. Instructors are instructed to communicate with students by posting announcements in the course and by sending emails through the Canvas Inbox. Instructors and students also have the opportunity to use the recording technology, Studio within Canvas to record and upload videos.

From within Canvas, instructors use the Attendance tool to complete attendance for each student which is then pulled into the SIS. As faculty grade student assessments and post grades, the grades are then pulled into the SIS.

Sources

- 5B-1_Full-Time Faculty Certifications
- 5B-10_EGCC Student KPIs
- 5B-11_FY21 Budget Overview BOT May 13.2020 FINAL
- 5B-2_HLC Accreditation - Training Schedule
- 5B-3_Strategic Plan 2017-2020
- 5B-4_2020-2025 Balanced Strategic Plan
- 5B-5_Eastern Gateway Community College_19_Jefferson County-1
- 5B-6_FY21 - AUG BOARD REPORTS
- 5B-7_2020 HLC Institutional Update_Eastern Gateway Community College Final Submission
- 5B-8_IPEDS 2018 Finance Submission
- 5B-9_SB6_Quarterly-Reporting-Q4 FY20-Certification Revised

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

The College's annual budget process assures that resources are aligned with its strategic plan and mission. The formal budget process starts at the department level around March of each year. As the budgets are developed support for additions to the budget must be provided and are reviewed by the cabinet. Large projects such as with IT are thoroughly planned out and additional meetings for implementation conducted. Requests for new academic programs, personnel, and faculty are reviewed for relevance during the budget process. Budget adjustments as appropriate are made throughout the year.

The College and its partners at the Student Resource Center (SRC) use enrollment data and trends to set reasonable and attainable targets for tuition and fee revenues during the budget process. Once the budget process is completed, it is reviewed by the Building and Finance Committee, then is submitted to the Board for final approval.

In 2017 the College recognized that assessment of student learning, evaluation of operations, and planning and budgeting were not strategically linked. The [2017-2021 Technology Plan](#) was developed to move to a cloud-based environment, in order to integrate all core systems, and ensure the data is easily accessible and not siloed. As part of the budgeting process a new Strategic Business Unit (SBU) was created, called Information Technology Strategy (ITS), to provide the adequate funding to bring this plan to completion. This allowed the College to bring up a new ERP, HCM, Budget and Planning, SIS, and LMS system, along with several other cloud-based technology systems. These systems were evaluated to ensure integration between all primary areas of the College. In 2020, all systems are live and integrated, which puts the College 95% in the cloud.

During the implementation of these systems, processes for all departments were evaluated and change management was used, along with project management, to provide a successful go-live of each system. This evaluation of processes not only guaranteed a successful launch of the system, but also increased productivity in most areas. In 2020, we have started the last of the core components to this plan, Oracle Analytics Cloud (OAC). OAC will provide the College with a cloud-based data

warehouse, bringing data from all core systems into a central location. This will provide Business Intelligence (BI) to the College, allowing for consolidated reporting and dashboards, for all core systems. An example of this is program reviews, OAC will provide financial data, enrollment data, course evaluation data, persistence data, retention data, and student feedback data all in central location and on to a singular report.

The College focuses on shared governance and many committees are in place to help improve College operations and student outcomes. These committees were previously discussed in Criterion 5.A.

The Board's Student Success [subcommittee meets bi-annually](#) to review and discuss enrollment, successful completion, persistence, retention, and completion metrics. They are provided updates from the College's Student Success Committee on projects and initiatives. The committees come together for team building and to collaborate on ideas for continuing improvement of student success metrics. Improved reporting over the past year and half has provided increased visibility to the College on what areas to focus their efforts. Please see attached Student Success metric trends.

The College Student Success Committee is broken down into five working groups that lead the efforts on five goals: 1) Student Success, 2) Retention, 3) Persistence, 4) Completion, 5) Graduation, addressing student success. A [recent project from the Student Success committee](#) involved reviewing the overall successful completion for all courses taught in the 2018-2019 academic year. Courses where enrollments were above 100 students for the year and in the bottom 10% at the College for successful completion we flagged for review. The data from these courses are enabling us to identify trends during the term to where student performance starts to decline. It also enables us to review the course content to ensure rigor. The data can also be broken out by term, by modality, by faculty, and by discipline to help other areas of improvement, which influence persistence, retention, and completion. As of Fall 2020 the committee and its priorities will be adjusted to align with the 2020-2025 Strategic Plan.

Academic Assessment, Curriculum Committee, and Annual Programs Reviews are utilized to evaluate courses, programs, and College wide outcomes. The Curriculum Committee meets monthly and evaluate course changes based on their knowledge of their field and economic trends. Every program completes an APR throughout the year and the program leads collaborate with the IR department to get programmatic data to assist with the APR rubric to assess the performance of each program. The data consists of enrollments, successful completion, attrition rates, persistence, retention, and graduates for each semester within the academic year. The program lead presents their findings to the Academic Program Review committee and they provide recommendations and feedback based on the program's performance. If a program is not performing to the College's standard, then the program lead will present to the cabinet and work in collaboration to help improve performance or ultimately move the program to teach out.

The Cabinet conducts weekly meetings to discuss ongoing operations at the College. Agenda items are brought to the table and discussed which come from various departments at the College. If warranted additional time is scheduled to meet and review data or information to make informed decisions. If an agenda item needs additional approval beyond the Cabinet then it is presented to the Board for final discussion, consideration, and approval. During the Covid19 pandemic an expanded cabinet team was created that included the executive leadership team, Deans, and other directors from departments within the College. The Expanded Cabinet initially met multiple times a week at the beginning of the pandemic and then eventually moved to weekly through the end of August 2020. This team assisted with addressing issues with students, staff, and faculty as all

staff transitioned to work from home and all learning moved to online.

Sources

- 5C-1_Technology Plan 2017-2021 2
- 5C-2_Support Student Success Committee Minutes
- 5C-3_Student Success BOT Agenda 10-23-2019

5.S - Criterion 5 - Summary

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

Summary

The College has implemented strong planning processes, set specific annual goals, and measures progress on all initiatives. This process is demonstrated in the strategic planning, annual goals, and regular reporting to the Board of Trustees, the College community, and the public. The institution also has implemented a more clear and inclusive budgeting process, which has resulted in better controls and real-time reporting information. The College has made excellent use of available technology to advance its initiatives. These technological improvements have streamlined former manual processes and resulted in improved communication and greater transparency throughout the College community.

Sources

There are no sources.