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Institutional Context

Paragraph 5

1. Draft Report: The College developed a new strategic plan in 2020 in consultation with the Balanced Scorecard corporation and identified four “pillars” or priorities: organizational excellence, learner centric, strategic planning, and program centric.
 - a. Factual Correction: The company is the Balanced Scorecard Institute, a Strategy Management Group company.
 - i. **Evidence: 1A-7_2020-2025 Balanced Strategic Plan.pdf**

Paragraph 6

1. Draft Report: The expansion in online learning has led to an increase in the number of revenue share agreements.
 - a. Factual Correction: EGCC does not have any “revenue sharing” agreements in place. The relationship between the college and Student Resource Center is defined as one sharing equally in the Net Operating Income only of the Collaboration, and only when all of the college’s other costs and obligations are covered.
 - i. Evidence: Collaboration Agreement Executed_SRC-EGCC.pdf
2. Draft Report: The online program or “initiative” was developed through a relationship with SCR, a corporation that creates course content, provides market research for new programs, recruits students, provides student support services, and assists in finding adjuncts.
 - a. Factual Correction: The company’s name is Student Resource Center (SRC).
 - b. Factual Correction: SRC does not create course content or assist in finding adjuncts.
 - i. **Evidence:**
 1. **Section 2.4 - Collaboration Agreement Executed_SRC-EGCC.pdf**
 2. **CBA 2018-2021 Support Staff.pdf**

Paragraph 8

1. Draft Report: This evaluation also required the team to review and evaluate an embedded report on retention, persistence and completion. The team was directed that “the report should include, at minimum, the following: 1) An updated narrative describing the institution’s efforts at establishing a systematic approach to the gathering and analysis of student success data; 2) Data showing comparative retention, persistence and retention figures for AY2017-2018, AY2018-2019, and AY2019-2020; and 3) A description of the relation between the institution’s student success initiatives and the College’s strategic and/or enrollment plans.” The Assurance Argument did not contain an embedded report.

- a. Factual Correction: HLC accepted EGCC's Eastern Gateway Community College's April 28, 2020 Interim Report regarding Core Components 3.C, 3.D, and 5.A.
 - i. **Evidence:**
 1. ***HLC Findings to April 2020 Interim Report Submission_July 2020.pdf***
 2. ***Eastern Gateway Community College - Interim Report 04.28.20.pdf***
- b. Factual Correction: Data showing retention, persistence and retention (sic) figures were embedded in the Assurance Argument.
 - i. **Evidence: 4C1-13_EGCC Student KPIs**
- c. Factual Correction: The relation between the student success initiatives and its strategic plan was embedded in the Assurance Argument.
 - i. **Evidence: 1A-7_2020-2025 Balanced Strategic Plan.pdf**

Criterion 1

1.A

Rationale - Paragraph 1

1. Draft Report: Although this new mission statement expresses who Eastern Gateway is, it is not entirely clear, based on conversations on campus, how the campus engaged in the revision.
 - a. Factual Correction: The process has remained consistent since 2013.
 - i. **Evidence: Mission and BOT Minutes for Mission Process_2014.pdf**

Rationale - Paragraph 6

1. Draft Report: As noted earlier, and in fact throughout the Team's response, this and other inconsistencies. are troubling.
 - a. **Grammatical Correction: Punctuation in the middle of the sentence.**

1.C

Rationale - Paragraph 1

1. Draft Report: Although the webpage carries a message from the EGCC president condemning the violence against others based on color and background, a student observed the lack of such a statement on social media or by any of the professors.
 - a. Factual Correction: EGCC provided numerous examples of its demonstration to address the summer's protests as well as actions that reinforced the college's commitment to diversity and inclusion.
 - i. **Evidence:**
 1. ***Page 10 of the Assurance Argument outlined a number of efforts by the college, before and after this summer to address diversity and inclusion and systemic racism.***
 2. ***Diversity training was presented to faculty during the August Welcome Back Week, the agenda was submitted as part of the Assurance Argument evidence, document 3C5-20_Welcome Back Week Agenda.pdf***

Rationale - Paragraph 2

1. Draft Report: As EGCC has transitioned to a primarily online institution, it continues to struggle with how to provide co-curricular learning opportunities to students who are trending older and without the on-campus experience.
 - a. Factual Error: EGCC provided numerous examples of co-curricular activities in its Assurance Argument and accompanying evidence.
 - i. Evidence:
 1. **Pages 31-33 of the Assurance Argument.**
 2. **Co-Curricular Examples.pdf**
 3. **Section 3.B in the HLC report highlights a number of co-curricular activities offered to students, on campus and across the country. (“In addition, the College provides many co-curricular opportunities for students to engage and experience diversity and different cultures. With students attending online courses in all 50 states and 3 Canadian Provinces, EGCC clearly offers the opportunity for diversity in the classroom. EGCC recognizes the success in a few of its online clubs and is working to expand the offering of clubs and organizations for student engagement. Through the TRiO grant, students have opportunities to visit museums, attend plays, and concerts. EGCC’s student feedback speaks to the effectiveness of this program for student emersion [sic]. As EGCC continues to grow its online enrollments, it may wish to explore how to expand opportunity for engagement outside the classroom to more of its students.”)**

Criterion 2

2.A

Rationale - Paragraph 5

1. Draft Report: A review of the EGCC polices indicate that they have an “Established Date” in 2013, which aligns with information contained in the Argument about when the policies were created.
 - a. **Grammatical Correction: Polices should be policies.**

2.B

Rationale - Paragraph 4

1. Draft Report: The very next sentence states “In order to be granted acceptance to the College, meaning the student would be eligible to declare and pursue a degree or certificate and be academically eligible for financial aid, the Admissions Office must receive proof of high school graduation or equivalency.” (p. 196)
 - a. **Grammatical Correction: There should be a comma after states.**

Rationale - Paragraph 5

1. Draft Report: Information about some important policies could not be found on the EGCC website, but did appear to be present in the catalog. Information about the refund process, transfer credit acceptance requirements, and academic standing information are all contained in the catalog. Since the catalog is a static .pdf document, it can be difficult to find information.
 - a. Factual Error: This information is on the website. Additionally, the PDF of the catalog is searchable and is updated as necessary.
 - i. **Evidence:**
 1. <https://egcc.edu/about-us/more-information/policies/#refunds>
 2. <https://egcc.edu/transfer-credit/>

Rationale - Paragraph 6

1. Draft Report: When the Team asked for a current list of adjunct instructors, a list of less than 250 names was provided from the EGCC Human Resources office. The Team later learned that the actual number of current adjunct instructors is over 1,300. It is concerning that there was a discrepancy of over 1,000 names.
 - a. Factual Error: The number was addressed with HLC through follow up questions via email submitted by the review team on November 10, 2020.
 - i. **Evidence:**
 1. **63 full time and 1,490 adjunct professor staffing numbers were provided to HLC on 11/13, via email request to Christopher Bird.**

Rationale - Paragraph 7

1. Draft Report: There are significant concerns regarding the information being make available to the public.
 - a. **Grammatical error: Make should be made.**

2.C

Rationale - Paragraph 1

1. Draft Report: The Board contains officer and regular members and holds meetings to discuss and address topics appropriate to their duties as a Board and relevant to the operations of EGCC.
 - a. **Grammatical error: Officer should be officers.**

Rationale - Paragraph 3

2. Draft Report: No information is present on the EGCC website to clarify if the Board is actually comprised of nine members, or if two positions are vacant.
 - a. Correction: EGCC added that information in December based on the HLC team's report. One vacancy is pending and EGCC is in contact with the Office of the Governor.
 - i. **Evidence**
 1. <https://egcc.edu/about-us/more-information/board-of-trustees/> (the 10th, most recently appointed member, does not have a photo because of COVID-19 travel restrictions)

Rationale - Paragraph 4

1. Draft Report: Board members relayed to the Team that they were not aware of any stated enrollment goal of 100,000 students by 2025. Further, the Board members stated that they believed the enrollment growth EGCC was experiencing was measured and incremental, not explosive. Data provided by EGCC in an addendum document titled "BOT_Student_Metric_Update_Examples.pdf" and in the November, 18. 2020 Board meeting, are summarized in the following table:

- a. Grammatical Error: November, 18. 2020 should be November 18, 2020.

- i. **Evidence:**

1. **2020-2025_Balanced_Strategic_Plan_EGCC.pdf**
 2. **Board of Trustees portal (access provided to HLC review team)**

2.D

Rationale - Paragraph 2

1. Draft Report: A core value of EGCC is Learning, which is articulated as "We embrace lifelong learning as the key to future prosperity."

- a. **Grammatical Error: There should be a comma after as.**

Rationale - Paragraph 3

1. Draft Report: The Curriculum Committee document appears to be informal in nature, so it is recommended that the committee purpose, structure, voting membership, and nonvoting membership, be adopted in a more formal document to ensure appropriate awareness and compliance.

- a. Factual Error: EGCC provided numerous documents and statements to HLC reviewers about the purpose, structure, voting membership and non voting membership.

- i. Evidence:

1. **2E-3_Curriculum Committee Information.pdf**
 2. **Curriculum Committee Minutes.pdf (Addendum Files)**

Rationale - Paragraph 4

1. Draft Report: While these comments were not made by a majority of the students, a large enough number of students expressed these concerns, which leads the Team to believe that that some key components of Policy 4-02: Academic Freedom are not actually present at the institution. Ensuring that faculty and instructors are indeed upholding the obligations of 4-02 should be a top priority.

- a. **Grammatical Error: Remove the second that.**

Criterion 3

3.A

Rationale

1. Draft Report: Eastern Gateway Community College offers certificates and associates degrees.

- a. **Grammatical Error: Associates should be associate's.**

2. Draft Report: All program are annually assessed in accordance with College procedure and these programmatic assessments are documented and faculty attested to their use in continuous improvement.
 - a. **Grammatical Error: Program should be plural.**
3. Draft Report: In addition, outside accreditation/oversight requires additional assessment of programs such as Paramedicine, Radiologic Technologies, Police Academy and Dental assisting.
 - a. **Grammatical Error: Inconsistent capitalization.**
4. Draft Report: The College offers program at multiple locations using various modes of delivery. Programs offered by EGCC have consistent goals across all modes of delivery and locations.
 - a. **Grammatical Error: Program should be plural.**

3.B

Rationale

1. Draft Report: Through the TRiO grant, students have opportunities to visit museums, attend plays, and concerts. EGCC's student feedback speaks to the effectiveness of this program for student emersion.
 - a. **Grammatical Error: Emersion should be immersion.**

3.C

Rationale - Paragraph 3

1. Draft Report: A review of faculty credentialing proved challenging from the outset. EGCC claimed to have 57 full-time faculty and 1,078 part-time faculty in the fall of 2019 in their assurance argument, but in the fall 2019 HLC update calculating student-to-faculty ratios EGCC claims to have 63 full-time faculty and 1,490 part-time faculty. When an on-site, peer reviewer asked for a list of all faculty from Human Resources to review credentialing, he was given a list of 264 part-time faculty and 66 full-time faculty. The Team found the lack of awareness of even a general idea of the number of faculty troubling.
 - a. Factual Error: The 63 FTF and 1,490 part-time faculty data is from Fall 2020, not Fall 2019.
 - i. **Evidence: EGCC worked with team member Jennifer Ivie to confirm that the file used was the HLC file from the institutional update in April, which had the title locked as Fall 2019, but, at her request, it was updated with Fall 2020 numbers.**

Rationale - Paragraph 4

1. Draft Report: To add to the confusion, EGCC has a Collaboration Agreement with Student Resource Center, LLC (SRC) dated June 30, 2017 that gives SRC the authority in 2.4 (b) to "roll out new Educational Programs" and 2.4(c) "hire any personnel (whether employee or consultant)".
 - a. Factual Error: Section 2.4 of the Collaboration Agreement states that entities CANNOT perform those functions without the express written consent of the operating committee.
 - b. Grammatical Error: Punctuation should be inside quotation marks.
 - i. **Evidence: Collaboration Agreement_EGCC_SRC_June 30 2017.pdf**

Rationale - Paragraph 5

1. Draft Report: It was not apparent, for example, that the online courses are consistently more than correspondence courses. Little evidence was presented to suggest student

engagement existed in the course. Although the College speaks of using a syllabus template, as noted elsewhere, syllabi varied greatly with respect to the kind of information provided. In addition, although the training materials for those teaching online specifies that faculty must respond to discussion boards at least four times per week, a review of the shells did not provide evidence of this consistency.

- a. Factual Error: Syllabi course examples provided to the HLC review team specify that active participation, beyond logging into the class, is a requirement for staying enrolled in the class.

- i. **Evidence**

1. **Page 5 - Attendance vs. Non-Attendance Comparison - States students must participate in forums - Syllabi Course Examples.pdf (Addendum Files - Uploaded Request 1)**
 2. **Page 11 - Paragraph 4 - Syllabi Course Examples.pdf (Addendum Files - Uploaded Request 1)**
 3. **Page 12 - Paragraph 1 - Syllabi Course Examples.pdf (Addendum Files - Uploaded Request 1)**

Rationale - Paragraph 6

1. Draft Report: As Outlined in Section 11 of the Collaboration Agreement, SRC "shall be deemed an Independent contractor" and "The terms of this agreement are not intended to cause any of the parties or the affiliates to become a joint employer for any purpose".
 - a. **Grammatical Error: Punctuation should be inside the quotation marks.**
2. Draft Report: Many of these inconsistencies could be more readily addressed, for example, it EGCC had the capacity to perform quality control reviews or collected and analyzed data systematically.
 - a. **Grammatical Error: It should be if.**

3.D

Rationale - Paragraph 1

1. Draft Report: There is no student government, no student voice on the Board of Trustees and it does not appear that EGCC has done a student satisfaction survey on its own in the recent past.
 - a. Factual Error: EGCC does have two surveys to measure student satisfaction and they were provided to the HLC review team.
 - i. **Evidence**
 1. **Graduation Survey Presentation and Results.pdf (Addendum Files - Upload Request 1)**
 2. **End-of-Course-Evaluation Questions.pdf**

Rationale - Paragraph 2

2. Draft Report: Several student comments continually pointed to the difficulty in "reaching a live person", "scattered enrollment process", and "communication for online students is almost nonexistent".
 - a. **Grammatical error: Punctuation should be inside the quotation marks.**

Rationale - Paragraph 3

3. Draft Report: As noted above and in this example, colleges demonstrate are expected to demonstrate systems for collecting, analyzing, and using institutional information for data informed decisions and for quality improvement. This expectation aligns with Assumed Practices D: Resources, Planning, and Institutional Effectiveness-4: The

institution maintains effective systems for collecting, analyzing, and using institutional information.

- a. **Grammatical error: "Colleges demonstrate are expected to demonstrate..." should be "Colleges are expected to demonstrate..."**
- b. **Grammatical Error: Remove one of the assumed.**

Criterion 3 Summary

Rationale - Paragraph 3

1. Draft Report: But, the staffing of advisors is a critical roadblock to student success and the low completion rates for the institution are a testament to this.
 - a. Factual Error: Staffing in all student support services, including advising and enrollment, have increased from 2019 to 2020.
 - i. Enrollment Specialists and Financial Aid Help Desk Increase (includes SRC):
 1. 2018 – 29
 2. 2019 – 60
 3. 2020 – 67
 - ii. Registrar/Student Services Increase:
 1. 2018 – 8
 2. 2019 – 13
 3. 2020 – 17
 - iii. Financial Aid Specialists Increase:
 1. 2018 – 13
 2. 2019 – 16
 3. 2020 – 1
 - a. **Evidence**
 - i. **Page 64 of the EGCC Assurance Argument.**

Criterion 4

4.A

Rationale - Paragraph 3

1. Draft Report: The institution mentions that it accepts transfer credit on its public-facing website, but does not provide guidance as to what will be accepted
 - a. Factual Error: Transfer credit information is available through the Course Catalog as well on the website.
 - i. **Evidence:**
 1. **4A3-3_College Catalog pgs. 199-202 Credit Accepted in Transfer.pdf**
 2. <https://egcc.edu/transfer-credit/#transfer-in-credit>

Rationale - Paragraph 6

1. Draft Report: With this lack of documentation, it is difficult to ensure that the institution is upholding the HLC Assumed Practice B.2.a.: " Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified."
 - a. **Grammatical Error: Space after quotation mark.**

b. Grammatical Error: Two periods at the end of the sentence.

Rationale - Paragraph 7

1. Draft Report: EGCC has data on the number of graduates by academic year, and the graduation rate by academic year of it's first-time, full-time students. Because this is a very small portion of their students, it is not the best gauge of student success for the institution as a whole, and it is not in alignment with HLC Assumed Practice C.6 and C.7 regarding "data... on the full range of students who enroll".
 - a. **Grammatical Error: It's should be its.**
 - b. **Grammatical Error: Punctuation should be inside quotation marks.**

Rationale - Paragraph 8

1. Beyond these examples, the institution provided no evidence in their assurance argument, nor during the site visit, indicating looking at success of their graduates.
 - a. Factual error: A four-year graduate survey was provided to HLC.
 - i. **Evidence**
 1. **4A6-9_Career and Graduation Survey.pdf**
 2. **Graduation Survey Presentation and Results.pdf**

4.B

Rationale - Paragraph 5

1. Draft Report: The Review to the 2016 Assurance Argument explicitly asked that a course learning outcomes to program learning outcomes matrix be completed. This alignment is possible in their TracDat software. During the visit, campus personnel indicated that they are working toward putting learning outcomes into Canvas to allow them to aligns course assessments with learning outcomes to make data pulling easier; however, no timeline was provided for this activity.
 - a. **Grammatical Error: To should be of.**
 - b. **Grammatical Error: Aligns should be align.**

4.C

Rationale - Paragraph 1

1. Draft Report: Additionally, no data were provided looking at possible equity gaps given the large number of Black or African American and Hispanic/Latinx students.
 - a. Factual Error: This data was provided.
 - i. **Evidence: 4C4-16_Support Student Demographics Trends.pdf**

Rationale - Paragraph 3

1. Draft Report: This would also help the institution ensure they are able to maintain "effective systems for collecting, analyzing, and using institutional information," at stated in HLC Assumed Practice D.4.
 - a. **Grammatical Error: At should be as.**

Rationale - Paragraph 4

1. Draft Report: While number two, comparison data over the years, was provided in this argument, no clear narrative on the systematic data collection and analysis was included.

- a. Factual Error: Narrative was provided in EGCC's Assurance Argument.
 - i. **Evidence: Criterion 4 - 4.B - Page 49 - Paragraphs 3-5 of EGCC's Assurance Argument**

Summary

1. Draft Report: EGCC also does no data collection at the co-curricular level.
 - a. Factual Error: EGCC does collect data at the co-curricular level.
 - i. **Evidence: Co-Curricular Examples.pdf (Addendum File - Uploaded Request 1)**
2. Draft Report: The institution provided documentation of measures of student performance at the institution and program level (i.e., enrollments, graduation rates, course success rates), but no evidence was provided that the institution examines the success of its graduates neither upon transfer nor employment.
 - a. Factual Error: EGCC did provide that data.
 - i. **Evidence: 4A6-9_Career and Graduation Survey.pdf**

Criterion 5

5.A

Rationale - Paragraph 2

1. Draft Report: If both of these bodies indeed take appropriate action as a result of their review, they would be example of structures that support shared governance.
 - a. **Grammatical Error: Example should be examples.**

Rationale - Paragraph 4

1. Draft Report: A review of the 2020 Board meeting minutes identify a FY21 budget presentation to the Board at the May 13, 2020 meeting.
 - a. **Grammatical Error: Identify should be identified.**

5.B

Rationale -Paragraph 2

1. Draft Report: The mission of EGCC has been an evolving statement as it has changed three times in past eight years.
 - a. **Grammatical Error: The is missing between in and past.**
2. Draft Report: Any explicit reference to the engagement with educational and community partners and serving the citizens of Columbiana, Jefferson, Mahoning, and Trumbull counties.
 - a. **Grammatical Error: Incomplete sentence.**
3. Draft Report: As part of the strategic planning process a "Collaborative Partnership" agreement with Student Resource Center, LLC has been developed.
 - a. Factual Error: The agreement with Student Resource Center is a Collaborative Agreement, not a Collaborative Partnership Agreement.
 - b. Factual Error: The agreement with SRC pre-dates the Strategic Planning Process.
 - i. **Evidence:**
 1. **Collaboration Agreement_EGCC_SRC_June 30 2017.pdf**

2. 1A-7_2020-2025 Balanced Strategic Plan.pdf

4. Draft Report: The result of this "partnership" pursuit is a publicly funded community college with approximately 95% online student enrollment that has increased by 68.8% per year since Fall 2018
 - a. Factual Error: 94.4% of EGCC's courses are online. Actual online student enrollment is between 88-90 percent.
 - i. **Evidence: Average Class Size Report.pdf (Addendum File) - Chart 1 Fall 2020 - Page 1**
5. Draft Report: From 2018 to 2019 revenues increased \$3,048,635 from 10,807,847 to 13,856,842 and the net position of the college increased \$5,556,702 from \$(1,6880,889) to \$3,875,813.
 - a. Factual Error: These figures only reflect operating revenues, and specifically do not recognize Pell Grants.
 - i. As defined by the College's FY19 audited financial statements, the increase in revenues from 2018 to 2019 was \$15.6m.
 - ii. As defined by the College's FY19 audited financial statements revenues for 2018 were \$33 million.
 - iii. As defined by the College's FY19 audited financial statements, on page 25, revenues for 2019 were \$48.6 million.
 1. **Evidence: Page 9 - Statement of Revenue, Expenses and Changes in Net Position - 5B-5_Eastern Gateway Community College_19_Jefferson County-1.pdf**
6. Draft Report: EGCC continues to make great strides in developing the infrastructure necessary to be a global online institution, but EGCC doesn't have the assets (cash of \$2.5 m) necessary to make those expenditures before the semester in which the growth in enrollment occurs.
 - a. Factual Error: For FY20 the total assets for EGCC are \$156.6 million with \$14.3 million, in cash.
 - i. **Evidence: Unaudited FY20 Financial Statement was provided to the HLC review team.**

5.C

Rationale - Paragraph 5

1. Draft Report: Institutional leadership has clearly and regularly articulated an enrollment goal of 100,000 students by 2025. Absent from statements about that target number of enrollments, is information about how those students will be supported.
 - a. Grammatical Error: Comma needs to be removed.
 - b. Factual Error: Information was provided about increased student support in the 2020-2025 Strategic Plan. One of the twelve Strategic Objectives, specifically supported by 4 individual initiatives to be conducted over a five-year period.
 - i. **Evidence:**
 1. **Page 3 - Objective 8: Improve Support Services - 1A-7_2020-2025 Balanced Strategic Plan.pdf**
 - a. **"Provide streamlined student support services that assists students in navigating their educational**

journey, from inquiry to graduation. Post-graduation student support services will continue with career placement and alumni activities.

2. **Page 22 - EGCC Processes - 1A-7_2020-2025 Balanced Strategic Plan.pdf**
3. **Page 29 - Section 8 - Intended Results and Performance Measures for Improving Support Services - 1A-7_2020-2025 Balanced Strategic Plan.pdf**

Rationale - Paragraph 6

1. Draft Report: Ohio's legislators have expressed their concern regarding funding out of state students through the countrywide online offerings by EGCC. However, the potential impact of any change in Ohio performance funding formula on non-operating revenue has not been fully explored, nor has the challenge of global expansion of its academic offerings.
 - a. Factual Error: The change to the state's SSI funding has not negatively impacted the overall financial position of the College.
 - i. **Evidence: Page 2 - Bullet Point 2 - 2C-7_BOT_Mtg_7-1-20.pdf**

Review Summary

Conclusion

Paragraph 1

1. Draft Report: The Review occurred during the midst of pandemic when most operations are remote, but the entire campus community made themselves available and responded to the many requests for additional evidence.
 - a. **Grammatical Error: Missing a before pandemic**

Page 62

1. Draft Report: 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.
 - a. **Grammatical Error: Space between the period and B.**

Page 63 - First Bullet Point

1. Draft Report: the assessment committee should be included as a key component of a larger focus on establishing a culture of assessment.
 - a. **Grammatical Error: The should be capitalized.**
2. Draft Report: Included in this assessment plan would be a mapping of course-program-and institutional (or gen ed) learning outcomes, to include the use of the TracDat software The plan should also explain how the college will be involved and engaged in assessment.
 - a. **Grammatical Error: Missing comma between software and The.**

Page 63 - Third Bullet Point

1. Draft Report: A documented review of hiring practices to include the development of a clear process for hiring and supporting adjunct faculty, both online and on ground, to include the roll of the academic departments and lead faculty and clear credentialing guidelines for all faculty.
 - a. **Grammatical Error: Roll should be role.**
 - b. **Grammatical Error: Missing comma between departments and and.**

Page 64

1. Draft Report: As noted in Core Component 3C, the development of a faculty credentialing process, to include the role of department leads in this work. The credentialing process should also document the approval of full-time faculty to teach with a program or programs.
 - a. **Grammatical Error: A period should be between 3 and C.**
2. Draft Report: Core Component 4. B: The development of the assessment plan and committee as detailed previously in Core Component 3C.
 - a. **Grammatical Error: Extra space in between 4 and B.**
 - b. **Grammatical Error: Add a period between 3 and C.**
3. Draft Report: Core Component 4. C
 - a. **Grammatical Error: Extra space in between 4 and C.**

Page 66 - Second Bullet Point

1. Draft Report: Development an assessment plan to include the assessment of processes and implemented improvements. In addition, the plan should indicate how the data will be collected, reported, and used for continuous quality improvement.
 - a. **Grammatical Error: Development should be develop.**